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ABSTRACT

A relatively systemic approach to education reform emerged in the 1990s as one way of addressing policy fragmentation. This volume, the last in a set of three, describes the research design of a study that sought to: (1) expand knowledge of state approaches to systemic education reform; (2) examine district, school, and teacher responses to state reform policies in a small number of reforming schools and school districts; (3) identify challenges at the state, district, school, and classroom levels to reforming education; (4) examine the capacity of the educational system to support education reform; and (5) provide guidance to policymakers at all levels of the education system as they design and implement education reform policies. The volume describes the study methodology--sample selection, data-collection instruments and activities, qualitative analysis, and quantitative analysis. Research questions focused on the elements of systemic reform, implementation, and capacity. Data were gathered through case studies of 12 schools located in 6 school districts in 3 states undertaking systemic reform--California, Michigan, and Vermont. Data were derived from interviews conducted at the state, district, and school levels; and from a survey of 60 teachers. The content focus was on mathematics in grades K-8 in all three states and on reading in Michigan and on writing in Vermont and California. Appendices contain the interview protocols and teacher questionnaire. (LMI)

Studies of Education Reform: Systemic Reform

Volume III: Technical Appendix Research Design and Methodology

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Volume III: Technical Appendix Research Design and Methodology

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Preface

The reform of education has been a major focus of policymakers at the local, state and federal levels since the publication in 1983 of *A Nation at Risk*. Reform efforts have targeted all stages of education, from pre-school to school-to-work transition, and have addressed nearly every aspect of the public elementary and secondary education system: curriculum and assessment, teachers' preparation and their professional lives, school organization and management, technology, and parental and community involvement. To increase the knowledge base for identifying, implementing and sustaining successful reforms in these areas, in 1991 Congress requested the Office of Research at the U.S. Department of Education's Office of Educational Research and Improvement (OERI) to investigate education reform. In response, OERI identified and funded 12 studies of different aspects of current education reform, including a study of the systemic education reform movement.¹

The Policy Center of the Consortium for Policy Research in Education (CPRE), in conjunction with the National Center for Research on Teacher Learning (NCRTL), was awarded the contract to conduct the Systemic Reform study. As used in this study and in developing approaches in a number of states, systemic reform embodies three integral components: the promotion of ambitious student outcomes for all students; alignment of policy approaches and the action of various policy institutions to promote such outcomes; and restructuring of the public education governance system to support improved achievement. This research, which built on studies of systemic reform undertaken earlier by CPRE in nine states, and on other studies of teacher learning and school organization and change, was designed to (1) expand our knowledge of state approaches to education reform, (2) examine district, school and teacher response to state reform policies in a small number of reforming schools and school districts, (3) identify challenges at the state, district, school and classroom levels to reforming education, (4) study the capacity of the educational system to support education reform, and (5) provide guidance to policymakers at all levels of the education system as they design and implement education reform policies.

The Systemic Reform study was conducted in three stages. In the first year of the study, we reviewed the emerging literature on systemic reform, and commissioned four papers that addressed issues related to the preparation and professional development of teachers and others in support of systemic reform, paying particular attention to the policy linkages between curriculum reform and teacher learning. These papers became the focus of a two-day national conference targeted to education policymakers and practitioners, and were used to refine the overall design of the second and third stages of the study. In the second stage,

¹ These twelve studies are Assessment of Student Performance, Curriculum Reform, Early Childhood Education, Parent and Community Involvement in Education, School-Based Management, School-to-Work Transition, Student Diversity, Students at Risk, Systemic Reform, Professionalism of Educators, Technology and Uses of Time.

The national conference would not have been possible without the assistance of Stacy Gands, Melissa Lomench, Lynn McFarlane, Patricia Michaels, and Debi Slatkin of CPRE. They handled all of the meeting logistics, prepared and disseminated background materials, and communicated with the 250 persons who attended the conference. Their hard work and attention to detail contributed to the success of the meeting.

We are especially grateful to Patricia Michaels, who produced the final report on a very short timeline. She patiently formatted our text and tables, and caught and corrected our errors before this document went to press. Additional secretarial assistance was provided during the course of the study by Stacy Gands, Robb Sewell and Dawn Weniger of CPRE and Wendy Reed of MSU.

Finally, this report is the culmination of a three-year collaboration by the authors. We designed the study, conducted the cross-site analysis, and reviewed all products as a team. We were individually responsible for the collection and analysis of data and the preparation of case studies for one state—Robert Floden for Vermont, Margaret Goertz for Michigan and Jennifer O'Day for California. In addition, Floden oversaw the analysis of the teacher survey data and wrote Chapter 5 (Volume I) with John Zeuli and Chris Chiu. O'Day wrote Chapter 6 and Goertz was the principal author of Chapter 4 of that same volume. We take collective responsibility, however, for the findings and views presented in this report.

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We are grateful to the many people who assisted in this study. The study would not have been possible without the excellent cooperation of the teachers and school and school district administrators in our six study districts; state department of education personnel in California, Michigan and Vermont; and individuals in universities and other education organizations in these three states. We appreciate the time and effort that all of the respondents put into answering our numerous questions. The information and insights they provided us were invaluable.

We are indebted to Kimberly Bogdan (CPRE), David Gamson (Stanford University) and Jordy Whitmer (Michigan State University) who assisted us in the collection and preliminary analysis of the interview data for the Michigan, California and Vermont case studies, respectively. Chris Chiu (MSU) painstakingly analyzed the teacher survey data and produced the tables presented in Chapter 5 (Volume I) of this report; Jordy Whitmer organized these survey data.

Many individuals contributed to the overall design of the study. Our Advisory Panel reviewed our initial research plan and provided direction for the commissioned papers, national conference and site selection. Members of the Advisory Panel were Gail Burrell (Whitnell High School, Greenfield, WI), Jane David (Bay Area Research), Mary Kennedy (National Center for Research on Teacher Learning, MSU), David Mandel (National Board for Professional Teaching Standards), Andrew Porter (Wisconsin Center for Education Research, University of Wisconsin-Madison) and Kenneth Zeichner (University of Wisconsin-Madison). Cynthia Levinson prepared the review of literature on systemic reform with the assistance of Diane Massell. Jane David, Hendrik Gideonse, Judith Warren Little and Frank Murray contributed commissioned papers. Conversations with Deborah Ball, Thomas Corcoran, Susan Fuhrman, Diane Massell, Milbrey McLaughlin and Marshall Smith helped us conceptualize the study and think about ways of framing our analyses and interpreting our data. David Cohen and Thomas Corcoran also provided valuable background information on education reform in Michigan and Vermont.

We consulted several sources when designing our teacher questionnaires. Andrew Porter shared instruments and data from his teacher surveys with us. Joan Talbert, Sharon Bobbitt, Hilda Lynch, John Smithson and Iris Weiss helped us identify, obtain and interpret results from other teacher questionnaires.

This final report was greatly strengthened by reviews of earlier drafts by Deborah Ball, Richard Elmore, Susan Fuhrman and Jim Fox. We also thank Jim Fox for his support of our work over the life of this study. As our project monitor, he provided substantive and timely feedback on our draft products, facilitated our communication with OERI, and helped us through uncertain times.

project staff conducted intensive case studies of twelve reforming schools located in six reforming school districts in three states that were undertaking systemic reform—California, Michigan, and Vermont. The third stage of the study entailed the preparation of state-level case studies and cross-site analyses that examined the scope, substance and coherence of state reform policies; teacher, school and school district reform activities in the context of these state policies; and the capacity of all levels of the system to support education reform.

The study's findings and methodology are contained in this three-volume technical report. *Volume I* begins with a summary of the literature review and commissioned papers (Chapter 1), the study methodology (Chapter 2), and the education reform strategies and policies in the three study states. In Chapter 4, we look across the schools, school districts and states in the sample to describe the strategies these sites used to develop a vision of reform, align relevant policies and support restructured governance systems, and the challenges they faced in implementing these strategies. Chapter 5 uses surveys of, and interviews with, teachers in our sites to characterize their instructional practices in mathematics and language arts in relationship to reform policies and opportunities for professional development. In Chapter 6, we present a framework for thinking about the concept of capacity and capacity-building strategies and policies in support of education reform, and examine how our sites used systemic tools to enhance the capacity of teachers and their schools. Chapter 7 identifies some common lessons for policymakers who choose to take a standards-based approach to instructional improvement, and suggests a set of research questions about both the role of capacity-building in systemic reform and broader aspects of education reform.

Volume II contains the case studies of California, Michigan and Vermont. These include more detailed information on state policies, and describe and analyze reform efforts in our small sample of reforming schools and school districts in each state. The findings reported in Chapters 4 through 7 of *Volume I* are based on data contained in these case studies, as well as the teacher survey. *Volume III* contains a description of the study methodology and copies of the interview protocols and teacher surveys used in the data collection.

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Elementary Teacher Questionnaire (Reading)

Middle School Math Teacher Questionnaire

Middle School Language Arts Teacher Questionnaire

Research Design and Methodology

Focus of the Study

This study of systemic reform had five general objectives:

- To expand the number and type of state approaches to systemic reform under study.
- To examine district, school and teacher response to state reform policies in a small number of reforming schools and school districts.
- To identify circumstances at the state, district, school and classroom levels that facilitate or inhibit the development and implementation of systemic reform
- To study the capacity of the educational system to support education reform.
- To provide guidance to policymakers at all levels of the education system as they design and implement more coherent education policies.

Research Questions

The following questions guided the collection and analysis of data in this study:

Elements of Systemic Reform

1. What are the characteristics of coherent systems of instructional guidance in elementary mathematics and language arts in three states undertaking systemic reform?
 - a. What policies do states include in their instructional guidance systems (e.g., curriculum, assessment/accountability, teacher policy, governance)?
 - b. Why have states chosen to include certain components and exclude others?
 - c. Are there gaps, conflicts, and misconceptions about state policies that would impede coherent state policy effects?
2. What is the scale and scope of state and local policies? To what extent do they reach all students, schools, school districts, and teachers?

3. What is the mix and balance of state policy instruments? How much reliance do states place on mandates? inducements? technical assistance? capacity-building?
4. What sources of information do policymakers use in constructing coherent approaches to state and local policy?

Implementation

1. What are district and school goals and priorities? What is the relationship of these goals and priorities to state education reforms in elementary mathematics and language arts?
2. How are teachers, schools and local school districts using state curriculum frameworks and assessments?
3. How have teachers changed their instructional practices and what influence over their practice do they attribute to state instructional guidance policies? What other factors drive their instructional practices?
4. What is the relationship between systemic reform, including instructional guidance and governance reforms, and the school context? How does the school context influence systemic reform strategies?
5. How, and to what extent, do federal policies facilitate or inhibit the implementation of systemic reform?

Capacity

1. What capacity do local school districts, schools and teachers need to implement education reforms in elementary mathematics and language arts?
2. What is the capacity of states, local school districts, schools and teachers to implement these reforms?
3. Who provides professional development to local districts, schools and teachers? To what extent do these programs meet the current needs?
4. What factors facilitate and inhibit the provision of sound professional development?
5. What lessons can state and local policymakers in other states learn from these experiences? What are the necessary conditions for the provision of professional development in support of systemic reform? What steps should be taken to facilitate the development and provision of these services?

Methodology

We used multiple case study methodology to collect and analyze the data for this study. We conducted case studies of twelve schools located in six school districts in three states. We collected information at each level of the system—state, school district, and school—as well as from sixty teachers working in these twelve schools. The content area focus of our study was on mathematics in grades K-8 across the three states and a second subject area, also in grades K-8, that was the focus of reform in each state—reading in Michigan, and writing in Vermont and in California. This approach enabled us to examine capacity-building in one subject (mathematics) that has been the subject of reform nationally, while examining a subject that has been of particular concern to each state. Within the K-8 grade span, we targeted instruction in grades 4 and 8.

Sample Selection

States. Based on the findings of the study's literature review, the deliberations of the national conference and current research on systemic reform conducted by CPRE and others on developments in the states under consideration, we chose to study California, Michigan and Vermont. These states are actively pursuing systemic education reform, yet they vary on the type of strategy used to build capacity in support of systemic reform. California, for example, appeared to have taken more of a top-down approach, relying on the state department of education (SEA) to articulate the content frameworks, assess needs and put together capacity-building activities. Michigan, on the other hand, had limited funds to support professional development, and the financially-strapped Michigan Department of Education (MDE) was pushing technical assistance down to the state's intermediate school districts (ISDs) and mathematics and science centers. The universities, professional organizations and the privately-funded Michigan Partnership for New Education, although often in partnership with the MDE, were playing major roles in the provision of professional development in mathematics and reading. In Vermont, the SEA had "packed the environment" with a number of professional development approaches, and acts as a broker among the teachers, districts and service providers to build capacity and articulate a vision of reform. These states also provide variation in region, size, and demographics so we can look at systemic reform in different demographic contexts.

Districts. We visited two districts in each of the three study states. The criteria for selection included: (1) reputation for active use of state reform¹, (2) reputation for capacity to support education reform, and (3) size and community type. The reputational criteria were fulfilled through a nominating process whereby state officials, policymakers, association representatives, academics and observers were asked for their opinions. Since this project focuses on capacity to support systemic reform, we sought districts that had reputations for

¹ "Active use" entails anticipating state responses or doing more than the state requires. See Fuhrman, Clune and Elmore, 1988; Firestone, 1989; and Firestone, et al., 1991.

high capacity, yet had average levels of resources to support education. We also looked for districts with diverse student bodies. Table 1 summarizes the characteristics of the school districts and states in our sample.

Schools. In each study district, we chose two schools, one at the elementary level and one at the middle school/junior high school level. This allowed us to focus on education reform in grades K-8 across the two districts and three states. Where districts had more than one school in each of these grade spans, we again chose schools with reputations for reform activities and that represented the district's socio-economic, racial and ethnic composition. We collected data from five teachers in each school we visited. In the elementary schools, we focused on teachers in grade four, but also included a teacher in grades three and five to capture curriculum and instruction in the grades "surrounding" the target grade. In middle or junior high schools, we targeted eighth grade teachers of mathematics and language arts, generally adding a seventh grade teacher in one of the subject areas.

Data Collection

Data Collection Instruments

We used four types of data collection instruments in this study: (1) collection and review of written documents; (2) state, district and school interview protocols; (3) teacher interview protocols; and (4) a content coverage/instructional strategy questionnaire developed for, and supported by, a related and foundation-funded project.

Document Review. Written documents provide valuable information on the legislative and administrative history of reform policies, the content of these policies, and state-local implementation plans and procedures. To trace the development of reform policies and their implementation, we collected and reviewed relevant legislation, regulations, guidelines, and policies at both the state and local levels. To describe and analyze the components of state and district instructional guidance systems, we collected and reviewed curricular goals, frameworks, examples of assessments, and material adoption policies. Document review was supplemented by interviews to determine the power (the extent to which rewards and sanctions are attached to compliance) and the authority (legitimacy) carried by curriculum policies (Porter, Archbald and Tyree, 1991).

Another purpose of document review was to develop a taxonomy of content dimensions stressed by state and district curriculum frameworks. These content dimensions were used to structure both interview and questionnaire questions about instructional practice. They were also used for compare and contrast teacher reports of instructional practice to their own state's curricular objectives.

State/District/School Interview Protocols. A second major source of information for this study was structured interviews with state policymakers, teacher educators and other

providers of professional development, and district and school administrators. While the interviews were structured, we did not use standardized questionnaires to collect information. Rather, interview information was collected through the use of *interview protocols*. The protocols, which were developed separately for each category of respondent, provided the site visitor with a list of topics to be covered in the interview. They enabled the site visitor to collect data and interview personnel in a way that is tailored to each site's organizational and programmatic structure, yet maintain comparability across sites. Copies of all of the interview protocols are included in Appendix A (State-level Respondents) and Appendix (Local-level Respondents) of this volume.

The protocols for state policymakers asked about the most recent changes in education reform, especially in mathematics and language arts, the capacity of the state, local school districts, schools and teachers to carry out the reforms, sources of support and professional development, and the state role in providing this support. At the local level, district and school administrative staff were asked about district goals and their relationship to state reform efforts, local curricula and assessment policies, perceptions of the capacity of their district, schools and teachers to implement state and local reforms, sources of support and professional development, and the state and local roles in providing this support.

To obtain multiple perspectives, certain topics were discussed with more than one category of respondents. By collecting information from multiple sources, areas of consistency and disagreement could be identified and classified as needed. In addition, the multiple source approach provided a richer view of policies and their implementation than could be gained from a single perspective.

Teacher Protocols. A second set of protocols was developed for teachers. As discussed above, we interviewed five teachers in each school studied. The purpose of these interviews was to obtain information on teachers' instructional goals in the target subject areas, the extent to which teachers have changed in their teaching and reasons for these changes, and how state and local policies affect content and instructional strategies in the classroom. We also asked teachers questions about capacity—where they looked for support as they reformed their teaching of mathematics and language arts, their professional development opportunities and activities, and the barriers they face in trying to teach the target subjects.

In designing these protocols, we drew on instrumentation developed for the CPRE study of post-reform secondary school science and mathematics and two other CPRE studies—Upgrading Instruction and Achievement in High Schools with Mostly Lower-Achieving Students: The Effects of Ambitious Instructional Guidance and Empowerment, and State Instructional Policy, Teaching Practice, and Learning in Elementary Schools, on the 1992 NAEP teacher background questionnaires, and on the experience of the Institute for Research on Teaching Content Determinants Study, in which Robert Floden was a principal researcher. These projects cover a range of subjects—mathematics, reading, writing, and science—and a range of grade levels and school structures.

Content Coverage/Instructional Strategy Questionnaire. CPRE obtained additional funding from a foundation to develop and administer a content coverage/instructional strategy questionnaire to the sixty teachers in our study, prior to their interviews. In this questionnaire, we asked teachers about topic coverage in key content areas in elementary mathematics and language arts, instructional materials and organization, student learning processes and influences on their mathematics and language arts instruction. Interviewers asked follow up questions after examining the questionnaire data. Since we did not conduct classroom observations, our data collection was limited to *intended*, rather *actual* curriculum and instruction. That is, we identified what and how teachers *say* they teach, not what they actually did in the classroom.² However, the interviews with teachers enabled us to explore how teachers implement instructional guidance systems, and, as important for policymakers, what they view as problems with the policies and major barriers to implementation. Copies of the teacher protocol and teacher questionnaires are included in Appendix C of this volume.

Data Collection Activities

We conducted the state-level site visits in the fall of 1993 and school/district visits in the spring of 1994. We had only one "wave" of data collection; that is, we visited each site only once. Additional and follow-up interviews were done by telephone as necessary.

State Level. In each state, researchers interviewed the following types of respondents using the structured interview protocols described above: chief state school officers and their deputies; SEA staff (subject area specialists, state testing directors, and directors of professional development, teacher preparation and certification, and categorical programs); a member of the State Board of Education; and representatives of the states' major education interest groups and mathematics and language arts professional organizations. In addition, we interviewed providers (and brokers) of professional development identified by state and local respondents. These included institutions of higher education, intermediate education units, regional laboratories, private non-profit agencies, teacher networks, teacher associations, and subject matter professional associations.

District Level. At the district level, site visitors interviewed the superintendent; associate/assistant superintendent(s) for curriculum and instruction, for testing, and for research and evaluation; supervisors of elementary mathematics and language arts curriculum; directors of the district's professional development program and school improvement programs; directors of special needs programs; local board of education

² We feel collected accurate information on teacher instructional practices using teacher interviews and a content coverage/instructional strategies questionnaire, rather than brief classroom observations. Porter (1993) found considerable agreement between teacher logs and self-reported questionnaire data, leading him to conclude that "teacher self-report through questionnaires seems a promising and less expensive alternative...for measuring opportunity to learn."

members; and representatives of education associations. Site visitors also collected relevant documentation, including copies of curriculum guides and materials, textbook lists, assessment instruments, information on district-sponsored professional development, and district policies and guidelines related to curriculum, assessment, school governance, and in-service training.

School Level. The site visitors interviewed the principals in the two schools visited in each district and five teachers in each school. Again, relevant documentation was collected, such as curriculum materials, school-based assessment instruments, school accountability reports and school policies concerning curriculum, assessment, school governance and in-service training.

All respondents were guaranteed anonymity. We also agreed not to publish the names of the participating schools or school districts.

Analysis Plan

This study used a qualitative case study approach, supplemented by quantitative analysis of the teacher questionnaires.

Qualitative Analyses

In a multiple case study methodology, individual cases are designed and data is collected in a way that permits cross-site comparisons.³ Qualitative case studies offer important advantages over quantitative methods for studying policy development and implementation. Miles and Huberman (1984) provide an excellent justification for the use of qualitative rather than quantitative methods when doing education research.

Qualitative data are attractive. They are a source of well-grounded, rich descriptions and explanations of processes occurring in local contexts. With qualitative data one can preserve chronological flow, assess local causality, and derive fruitful explanations. Then too, qualitative data are more likely to lead to serendipitous findings and to new theoretical integrations. They help researchers go beyond initial preconceptions and frameworks. (p.15)

Qualitative studies can answer questions of how and why, offering the "operational links" and the history, needed to understand at a level not offered by frequencies and incidences (Yin 1984).

³ A similar discussion of methodology for qualitative cases appears in Firestone and Bader, 1991.

However, multi-site case studies involve a tension between flexibility and structure. In order to understand the unique aspects of any one site and probe historical patterns, flexibility to pursue leads is necessary. But to permit cross-case comparisons, a common framework and core set of data collection instruments must be used. Miles and Huberman (1984) state that:

Using the same instruments (for several studies) is the only way we can converse across studies. Otherwise, the work will be non-comparable, except in an overly global, meta-analytic form. So we need common instruments to build theory. (p. 43)

In this study, we used the conceptual framework for systemic reform, the research questions, the data collection instruments and site visitor training to provide a common infrastructure for each of the case studies. Yet we also tailored interviews to permit exploration of site-specific issues and follow leads about specific events and phenomena to be sure we understand the particulars of each case well.

In the hands of well-trained, experienced site visitors, case study analysis begins as soon as site visitors review their first documents and that analysis is an iterative process. The site visitors, using the research questions and interview protocols, generate initial hypotheses and organizing principles in the field, and use these hypotheses to collect further data that may be relevant. We used several formal procedures, however, to analyze data collected within and across sites.

The first stage was "within case" analysis for each school site and within each state. Within case analysis employed three strategies. First is an historical accounting of the policies under study, examining sources of influence, capacity issues, and sources of support. Second is the identification of themes and patterns within the school. This phase involved analysis of the interview data, including the content coverage/instructional strategy reports of the teachers. Third was an exploration of the relationship among variables, such as the influence of new state frameworks on content taught, using methods derived from social science and history to test the plausibility of explanations. The plausibility of an explanation is enhanced to the extent that alternative explanations are considered and found to be less consistent with the data. The product of this activity was an unpublished case study for each school that was used as a working document for the production of the state case study. Each school case study contained both descriptive information on the characteristics of the school, its students, and staff, its policy context, teacher practice, and need for and availability of support for education reform. These analyses, where the site visitor tests alternative hypotheses against the findings of an initial case, are the first stage of building an explanation (Yin 1984).

The second stage involved "cross-case" analyses across schools within a state. Here the analyst compared and contrasted across school findings and analyzed state-and district-level data to generate state-level cases. In this phase we replicated the historical accounting, pattern identification, and explanation-testing process. Each state team prepared a state-level

case study that included both descriptive and analytic data. These cases, which are included in Volume II of this technical report, describe the components and characteristics of systemic reform, coordination among policies at the state and local level, and changes in teachers' instructional practices and the sources of these changes, and analyze the capacity to support systemic reform and factors facilitating and inhibiting reform and the capacity for reform. This activity was a second step in building explanations of the impact of systemic reform, where propositions or hypotheses were tested against the findings of multiple cases.

The third stage of analysis entailed comparisons across the three states. Here site visitors tested their explanations against findings in other policy environments. The three co-principal investigators met and spoke on a regular basis to generate and test explanatory hypotheses. These hypotheses were related to the research questions and focused on explanations of differences in the design and implementation of instructional guidance systems and of the capacity of schools, school systems and states to support reform. The findings were grouped into two general categories: common challenges to implementing systemic reform (reported in Volume I, Chapter 4) and issues related to capacity and capacity-building strategies and policies. (reported in Volume I, Chapter 6).

Quantitative Analyses

Data from the teacher questionnaires were analyzed by subject area and grade level within each state and then across the three states. The questionnaires included questions drawn from three nationally-representative⁴ and one purposive survey⁵ of teachers, enabling us to relate the data from our small, purposive sample of teachers to national patterns. The analyses presented in Volume I, Chapter 5 describe the instructional practices reported by the teachers in our sample and compare these practices to state and national standards in mathematics and language arts, across states, and to data from the national surveys. We also analyzed teacher reports of what factors influenced their teaching, how much control they had over aspects of their school or classroom, and amount and generic sources of professional development activity. The small size and non-representative sample of teachers included in this study do not allow us to generalize about teachers' instructional behaviors within their schools or districts, or within or across the three states. The questionnaire data, however, taken together with the interview data, do provide insights into the connections among systemic reform policies, capacity building and instructional practice.

⁴ The National Education Longitudinal Study of 1988 First Follow-up [1990] Teacher Questionnaire, the Schools and Staffing Survey of 1990, and the NSF 1993 National Survey of Science and Mathematics Education—Mathematics Questionnaire.

⁵ Porter et al., 1993.

TABLE 1
Characteristics of Study Sites

	Enrollment, 1993	Community Type	Racial/ethnic composition, 1992	% of students in poverty ¹
California	5,285,000		44% White; 36% Latino; 11% Asian; 9% African-American; (22% LEP)	26%
CA1	5-10,000	Suburban/rural	55% White; 39% Latino; (15% LEP)	
CA2	>50,000	Urban	14% White, 35% Asian; 20% Latino; 20% African-American (30% LEP)	30%
Michigan	1,613,700		78% White; 17% African-American; 2% Hispanic	18%
MI1	5000	Suburban	94% White	20%
MI2	3300	Suburban	Predominately White	
Vermont	105,000		98% White	24%
VT1	1,500	Rural	Nearly all White	
VT2	2,300	Rural	Nearly all White	

¹ Percent of students participating in the free and reduced school lunch program.

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Appendix A
Interview Protocols for State-level Respondents

SDE SUPERINTENDENT

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. GOALS/POLITICS/CONTEXT

Summarize what we know about the major initiatives in math and [second subject]. Get update if appropriate.

If there are changes, what is the substance of the change, the impetus for the change, and the prime movers behind the change.

II. CAPACITY FOR CHANGE

Strategies for Capacity Building

1. What is the current capacity of people to carry out the reform of math [and second subject] in elementary and middle schools?

a. Where do you see the major needs?

Probe for different levels of system:

- o Classroom/school
- o LEA
- o State

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

3. What is being done at the other levels (classroom/school, LEA) to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If

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so, how?

4. If you were a teacher, principal, or local superintendent, who would you turn to for help in improving student learning in math and [other subject]?
5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?
6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
7. What other funding sources are supporting reform activities (e.g., NSF grants, Eisenhower and other federal funds, state funds, foundation grants, business contributions, etc.)?

Are private resources being tapped? What is being done to involve the business community?

8. How does the federal government facilitate, inhibit state reform efforts? (Probe on limitations posed by categorical programs).

Organization/Budget

1. Has the size of the SDE grown or diminished over the last 5 years? What is the current budget?
2. How has the changing size of the SEA affected your capacity to support reform?
3. Has there been any internal reorganization? Probe for causes:
 - fiscal changes
 - desire to coordinate divisions (esp., assessment/curriculum and textbooks/staff development/etc.
 - shift in the function of the agency, e.g. away from monitoring and towards compliance (probe for what this actually means in terms of changes in regulatory role)
 - other
4. How has the structure of the SEA affected your capacity to support reform?
5. Generally speaking, how would you categorize state-local relations?
 - traditionally
 - as affected by reforms of the 1980s
 - now

SDE CURRICULUM SPECIALIST

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. CURRICULUM GOALS AND FRAMEWORKS

Summarize what we know about curriculum frameworks in math and [second subject]. Get update if appropriate.

If there are changes, what is the substance of the change, the impetus for the change, and the prime movers behind the change.

II. STATE IMPLEMENTATION

1. How are teachers, schools and local school districts using the curriculum frameworks? (Probe on the frameworks a tool for local development of curriculum, or are they just something they are supposed to follow?)
2. How is information on curriculum goals/frameworks transmitted to the LEAs? schools? teachers? Probe on dissemination of written materials, workshops, training sessions.
3. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations, other groups.
4. What kind and how much technical assistance does the SEA provide to LEAs to assist them in the development or use of curriculum goals? Who do you work with at the local level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?
5. Are there any significant issues concerning math and [second subject] education in the state's

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colleges and universities?

- a. How were the IHEs involved in curriculum reform?
- b. How is curriculum reform affecting the way they teach? train teachers?

6. How is curriculum reform linked to state/local assessment?

7. Are there any particular changes underway in the design and delivery of categorical programs for at-risk students? Describe. Probe for connections to other curriculum reforms described earlier. What are the major obstacles to integrating these programs into overarching reforms?

8. Does your department have monies to support local curriculum development activities, and if so are there any criteria on how that money is spent locally? Are there grants or other line item requirements tied into the new efforts? Probe on sources of funds--state appropriations, federal funds, business, etc.

III. LOCAL CAPACITY

1. What capacity do local school districts, schools and teachers need to make use of the state curriculum goals/frameworks in math [and second subject] in elementary and middle schools?

2. How do you evaluate the capacity of local school districts, schools and teachers to use the curriculum goals/frameworks?

- a. Where do you see the major needs?

Probe for different levels of system:

- o Classroom/school
- o LEA

3. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

4. What is being done at the other levels (classroom/school, LEA) to meet these needs? Are these activities adequate? Who is providing the support? Are these different activities connected? If so, how?

5. If you were a teacher, principal, or local superintendent, who would you turn to for help in improving student learning in math and [other subject]?

6. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?

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7. What should the state role be in facilitating the use of curriculum goals/frameworks? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

8. What other funding sources are supporting curriculum framework activities (e.g., NSF grants, Eisenhower and other federal funds, state funds, foundation grants, business contributions, etc.)?

Are private resources being tapped? What is being done to involve the business community?

9. How will you know if curriculum reform has been successful? Is the state tracking district use of state guidelines? Describe data collected, how reported. Are there any consequences attached to implementation, such as accreditation, funding?

SDE ASSESSMENT POLICY SPECIALIST

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. TESTING POLICIES

Summarize what we know about state tests in math and [second subject]. Get update if appropriate.

If there are changes, what is the substance of the change, the impetus for the change, and the prime movers behind the change.

II. STATE IMPLEMENTATION

1. What do you see as the major challenges confronting the development of new state tests [and its coordination with other state instructional policies?] e.g.

- knowledge-base for authentic assessment (validity, reliability, bias concerns, time it requires)
- resources
- coordination with other instructional development activities, especially local assessments
- disciplinary debates
- contradictory state policies and regulations
- demands for accountability
- capacity

2. Are the assessment activities you are undertaking new roles for the SDE? Has it led to any internal reorganization? Probe for organizational efforts to link assessment to other instructional

reforms in the department.

3. Who is assisting you with the design and development of the new assessments? What kinds of assistance do you need and where do go for help? Probe for the role of IHEs.
4. Is assessment a first piece in an overall strategy for change? Is it building on curricular reforms, or leading them?
5. How is information on state assessment policy transmitted to the LEAs? teachers? Probe on dissemination of written materials, workshops, training sessions.
6. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations, other groups.
7. What kind and how much technical assistance does the SEA provide to LEAs to assist them in the design and implementation of assessments? Who do you work with at the local level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?
8. Does your department have monies to support assessment development activities? Probe on sources of funds--state appropriations, federal funds, business, etc.

III. LOCAL CAPACITY

1. What capacity do local school districts, schools and teachers need to use new assessments in math [and second subject] in elementary and middle schools as part of ongoing reform in these subjects?
2. What is the current capacity of local school districts, schools and teachers to take advantage of these assessments?
 - a. Where do you see the major needs?

Probe for different levels of system:
 - o Classroom/school
 - o LEA
3. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?
4. What is being done at the other levels (classroom/school, LEA) to meet these needs? Are these activities adequate? Who is providing the support? Are these different activities connected? If so, how?

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5. If you were a teacher, principal, or local superintendent, who would you turn to for help in preparing students and faculty for the new assessments?
6. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?
7. What should the state role be in facilitating the development and use of assessments? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
8. What other funding sources are supporting assessment development and use activities (e.g., NSF grants, Eisenhower and other federal funds, state funds, foundation grants, business contributions, etc.)?

Are private resources being tapped? What is being done to involve the business community?

SDE TEACHER EDUCATION/CERTIFICATION SPECIALIST(S)

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. TEACHER EDUCATION POLICY

Summarize what we know about teacher preparation and licensure policies for teachers. Get update if appropriate.

If there are changes, what is the substance of the change, the impetus for the change, and the prime movers behind the change.

1. What are the roles and responsibilities of the SEA, SAHE, IHEs in these policies? Probe for areas of conflict, cooperation.
2. Do certification requirements allow for teachers to teach across discipline areas?

II. IMPLEMENTATION

1. What capacity do teachers need to make use of the curriculum goals/frameworks in math [and second subject] in elementary and middle schools?
2. What is the current capacity of teachers to teach in accordance with the curriculum goals/frameworks?
 - a. Where do you see the major needs?
3. What is the state doing in the area of teacher preparation to meet these needs? Is this adequate?
4. What is being done at the other levels (classroom/school, LEA) to meet these needs? Are

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these activities adequate? Who is providing the support? Are these different activities connected? If so, how?

5. If you were a teacher, who would you turn to for help in improving student learning in math and [other subject]?

6. What should the state role be in preparing teachers to teach to the new curriculum goals/frameworks? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations, legal limitations, etc.)

7. Are professional development schools mobilizing around the new state curriculum reforms? Describe. Is the state providing any incentives or sanctions (e.g. grants, waivers, accreditation standards based upon new goals, etc)?

PROBE: What do you mean by "professional development school"?

PROFESSIONAL DEVELOPMENT

(SDE, IEU, PROFESSIONAL ASSOC., OTHER PROVIDERS?)

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. STATE POLICY (Ask only of SDE respondents)

1. What are state requirements for staff development?
2. Are districts required to participate in state-developed or state-sponsored in-service programs? Is teacher participation in these or other in-service programs required for mobility on the salary scale? What other legal/regulatory requirements are made upon districts/teachers in this regard?

II. STAFF DEVELOPMENT PROGRAMS

1. What are the primary goals of your professional development program?
2. What kinds of staff development programs does your organization provide?
 - a. What are the foci of these programs?
 - b. How are these staff development activities related to state efforts in curriculum/assessment, particularly in the areas of math and [second subject]?
 - c. How do you determine the subjects of your professional development activities? Probe on input from teachers, professional organizations, LEAs, etc.
3. What is the target population?
 - a. Who participates and who does not? Why and why not? What would it take to get additional people to participate?

- b. What is the coverage (e.g., region, number of LEAs, number of teachers)
- 4. What is the intensity of the program? Follow-up?
- 5. How much do you spend on staff development? sources of funds (federal, state, foundation, business, etc)? Probe on use of funds like Eisenhower.
- 6. Do you develop your own in-services, contract them out to universities/colleges, consultants?
- 7. What do you see as the major needs of teachers as they respond to the state's curriculum goals and other reforms? (focus particularly on elementary/middle school math and [second subject])
The needs of school districts?
 - a. To what extent do your professional development activities meet these needs?
Which needs remain unmet? Are these unmet needs being addressed by others?
Specify.
- 8. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)
- 9. Who are other providers of professional development? What is the relationship of your programs to those of other providers?
- 10. Who do you work with:
 - at the SEA
 - IHEs
 - intermediate school districts
 - local school districts
 - other providers of professional development
 - other groups
- 11. What is the role of professional development schools in staff development in your state?
PROBE: How would you define "professional development school"?

SDE CATEGORICAL PROGRAMS

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. We are interested in learning more about the state's categorical programs, their relationship to education reform in the state, and the strategies in use at the state, local and school levels.

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. SPECIAL PROGRAMS

1. What are the major components of your program? [For compensatory education, probe for distinctions between Chapter 1 and state compensatory education programs.]
2. What are the major issues facing your program?
3. What major changes have you made in your program in the last few years? What changes do you contemplate in the next two years? [In special education, probe on movement toward inclusion. For compensatory education, probe on implications of proposed revisions in Chapter 1.]

II. CURRICULUM GOALS AND FRAMEWORKS

Summarize what we know about curriculum frameworks in math and [second subject].

1. Were you or your staff involved in the development of curriculum goals and frameworks in math and [second subject]? If yes, who and how? If no, why not?
2. How does your program fit into the overall reform strategy in your state? [Probe for increased expectations for students, attempts to coordinate services, integrate curriculum, rethink the way money is allocated for these programs.] What are the major obstacles to integrating your program into overarching reforms?
3. How well do state curricular and assessment policies meet the needs of the students served by

your program? What changes, if any, would you suggest the state make to better meet the needs of students with special needs?

II. IMPLEMENTATION

1. Are teachers, schools and local school districts using the curriculum frameworks in their instruction of special needs students?
2. How is information on curriculum goals/frameworks transmitted to local personnel serving special needs students? Probe on dissemination of written materials, workshops, training sessions.
3. What kind and how much technical assistance does the SEA provide to local personnel who serve special needs students to assist them in the development or use of curriculum goals? Who do you work with at the local level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?
4. What capacity do local personnel serving special needs students need to make use of the state curriculum goals/frameworks?

- a. Where do you see the major needs?

Probe for different levels of system:

- ☐ Classroom/school
- ☐ LEA

5. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?
6. What is being done at the other levels (classroom/school, LEA) to meet these needs? Are these activities adequate? Who is providing the support? Are these different activities connected? If so, how?
7. If you were a teacher, principal, or local superintendent, who would you turn to for help in improving student learning for special needs students?

III. PROFESSIONAL DEVELOPMENT

1. What kinds of staff development programs are available to [special education, compensatory education] teachers?
 - a. What are the foci of these programs?
 - b. How are these staff development activities related to state efforts in curriculum/assessment, particularly in the areas of math and [second subject]?
 - c. How are the subjects of professional development activities determined? Probe on input from teachers, professional organizations, LEAs, etc.
2. Who funds these activities? Probe on the role of the SDE.
3. Who are the major providers of these activities? Probe on the role of the SDE.
4. To what extent do teachers of special needs teachers and regular classroom teachers participate together in professional development activities? Examples?
5. What do you see as the major needs of teachers of special needs students?
 - a. To what extent do current professional development activities meet these needs? Which needs remain unmet?
6. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)

STATE BOARD OF EDUCATION

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. GOALS/POLITICS/CONTEXT

1. What are the State Board of Education's major priorities for this year? For each, probe why it is a priority.
2. How have these priorities changed since last year? Over the last three years?
3. Where do you want the state to be in three years? What will it take to get you there?

II. CAPACITY FOR CHANGE

Strategies for Capacity Building

1. What is the current capacity of people to carry out education reforms in your state?
 - a. Where do you see the major needs?

Probe for different levels of system:

- ☐ Classroom/school
- ☐ LEA
- ☐ State

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?
3. What is being done at the other levels (classroom/school, LEA) to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If

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so, how?

4. If you were a teacher, principal, or local superintendent, who would you turn to for help in improving student learning?
5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?
6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
7. How does the federal government facilitate, inhibit state reform efforts? (Probe on limitations posed by categorical programs).

Organization/Budget

1. How would you characterize the capacity of the SEA to support education reform? What are their strengths and weaknesses?
2. Do you think the SEA has to change in order to support reform? Probe on:
 - increased resources, number of staff
 - need to coordinate divisions (esp., assessment/curriculum and textbooks/staff development/etc.
 - shift in the function of the agency, e.g. away from monitoring and towards compliance (probe for what this actually means in terms of changes in regulatory role)
 - changes in the kinds of staff
 - other
3. Has the Board set up any special structures to promote reform? Probe for participation of local education officials, business reps, teachers, community leaders.
4. Generally speaking, how would you categorize state-local relations?
 - traditionally
 - as affected by reforms of the 1980s
 - now
5. How will you know if education reform has been successful? Is the state tracking district implementation? Describe data collected, how reported.

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STATE SUBJECT MATTER ASSOCIATION

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. CAPACITY FOR CHANGE

1. What is the current capacity of people to carry out the reform of [subject] in your state?
 - a. Where do you see the major needs?

Probe for different levels of system:

- ☐ Classroom/school
- ☐ LEA
- ☐ State

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?
3. What is being done at the other levels (classroom/school, LEA) to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If so, how?
4. If you were a teacher, principal, or local superintendent, who would you turn to for help in improving student learning?
5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?
6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

SUBJECT, 11/93

7. What should the district role be in facilitating reform? What barriers do districts face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
8. How does the federal government facilitate, inhibit state reform efforts? (Probe on limitations posed by categorical programs).

II. IMPLEMENTATION OF STATE POLICY

1. How are teachers, schools and local school districts using the curriculum frameworks IN [subject]? (Probe on the frameworks a tool for local development of curriculum, or are they just something they are supposed to follow?)
2. How is information on curriculum goals/frameworks transmitted to the LEAs? schools? teachers? Probe on dissemination of written materials, workshops, training sessions.
3. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations, other groups.
4. What kind and how much technical assistance does the SEA provide to LEAs to assist them in working toward the curriculum goals? Who do you work with at the state? at the local level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?
5. How was your organization involved in curriculum reform?
6. How is curriculum reform affecting the way teachers teach? the way they are trained?
7. How is curriculum reform linked to state/local assessment?

III. PROFESSIONAL DEVELOPMENT

1. Does your organization provide professional development activities? If yes, what are the primary goals of your professional development program?
2. What kinds of staff development programs does your organization provide?
 - a. What are the foci of these programs?
 - b. How are these staff development activities related to state efforts in curriculum/assessment, particularly in the areas of math and [second subject]?
 - c. How do you determine the subjects of your professional development activities? Probe on input from teachers, professional organizations, LEAs, etc.

SUBJECT, 11/93

3. What is the target population?
 - a. Who participates and who does not? Why and why not? What would it take to get additional people to participate?
 - b. What is the coverage (e.g., region, number of LEAs, number of teachers)
4. What is the intensity of the program? Follow-up?
5. How much do you spend on staff development? sources of funds (federal, state, foundation, business, etc)? Probe on use of funds like Eisenhower.
6. Do you develop your own in-services, contract them out to universities/colleges, consultants?
7. What do you see as the major needs of teachers as they implement the state's curriculum goals and other reforms? (focus particularly on elementary/middle school math and [second subject]) The needs of school districts?
 - a. To what extent do your professional development activities meet these needs? Which needs remain unmet? Are these unmet needs being addressed by others? Specify.
8. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)
9. Who are other providers of professional development? What is the relationship of your programs to those of other providers?
10. Who do you work with:
 - at the SEA
 - IHEs
 - intermediate school districts
 - local school districts
 - other providers of professional development
 - other groups
11. What is the role of professional development schools in staff development in your state?
PROBE: What do you mean by "professional development school"?

STUNION, 11/93

STATE TEACHER UNION REPRESENTATIVE

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. CAPACITY FOR CHANGE

1. What is the current capacity of people to carry out education reforms in your state?

a. Where do you see the major needs?

Probe for different levels of system:

- ☐ Classroom/school
- ☐ LEA
- ☐ State

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

3. What is being done at the other levels (classroom/school, LEA) to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If so, how?

4. If you were a teacher, principal, or local superintendent, who would you turn to for help in improving student learning?

5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?

6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

7. How does the federal government facilitate, inhibit state reform efforts? (Probe on limitations posed by categorical programs).

II. IMPLEMENTATION OF STATE POLICY

1. How are teachers, schools and local school districts using the curriculum frameworks IN mathematics and [second subject]? (Probe on the frameworks a tool for local development of curriculum, or are they just something they are supposed to follow?)
2. How is information on curriculum goals/frameworks transmitted to the LEAs? schools? teachers? Probe on dissemination of written materials, workshops, training sessions.
3. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations, other groups.
4. What kind and how much technical assistance does the SEA provide to LEAs to assist them in working toward the curriculum goals? Who do you work with at the state? at the local level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?
5. How was your organization involved in curriculum reform?
6. How is curriculum reform affecting the way teachers teach? the way they are trained?
7. How is curriculum reform linked to state/local assessment?

III. PROFESSIONAL DEVELOPMENT

1. What are the primary goals of your professional development program?
2. What kinds of staff development programs does your organization provide?
 - a. What are the foci of these programs?
 - b. How are these staff development activities related to state efforts in curriculum/assessment, particularly in the areas of math and [second subject]?
 - c. How do you determine the subjects of your professional development activities? Probe on input from teachers, professional organizations, LEAs, etc.
3. What is the target population?
 - a. Who participates and who does not? Why and why not? What would it take to get additional people to participate?
 - b. What is the coverage (e.g., region, number of LEAs, number of teachers)
4. What is the intensity of the program? Follow-up?
5. How much do you spend on staff development? sources of funds (federal, state, foundation,

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business, etc)? Probe on use of funds like Eisenhower.

6. Do you develop your own in-services, contract them out to universities/colleges, consultants?

7. What do you see as the major needs of teachers as they implement the state's curriculum goals and other reforms? (focus particularly on elementary/middle school math and [second subject]) The needs of school districts?

a. To what extent do your professional development activities meet these needs? Which needs remain unmet? Are these unmet needs being addressed by others? Specify.

8. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)

9. Who are other providers of professional development? What is the relationship of your programs to those of other providers?

10. Who do you work with:

- at the SEA
- IHEs
- intermediate school districts
- local school districts
- other providers of professional development
- other groups

11. What is the role of professional development schools in staff development in your state?

Probe: What do you mean by "professional development school"?

Appendix B
Interview Protocols for Local-level Respondents

DISTRICT SUPERINTENDENT

NAME:

YEARS IN POSITION:

PREVIOUS EXPERIENCE:

I. DISTRICT BACKGROUND

1. Profiles

a. Profiles of district and student population (district size, number and type of schools (magnet, etc.), poverty, racial/ethnic composition, % dropout, % college-bound); changes over the last five years and future trends

b. Fiscal information (per-pupil expenditures, Percent of support coming from the state, fiscal stability, taxpayer support for district)

c. Staff characteristics (teacher-student ratios, average experience, average salary, teacher turnover)

2. What are the primary concerns/roles of interest groups in this community: e.g. teacher unions; business and industry; PTA; categorical interest groups, etc. Do these interests coincide with state and local priorities? Which groups do you see as most powerful, and why?

3. How would you characterize community support for the schools?

II. GOALS

1. What are your district's major priorities for this year? For each, probe why it is a priority.

2. What progress have you made towards these priorities?

3. Where do you want your district to be in three years? [Probe on why they are moving in that direction.]

What would it take for you to get there?

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4. How have your priorities changed since last year? Over the last three years? Probe on reasons for changes.

- state policies
- district demographics
- fiscal concerns
- local politics
- other

5. We are particularly interested in math and language arts in the elementary and middle grades. How do these areas fit into your priorities?

a. What progress have you made towards these priorities?

b. Where do you want your district to be in three years in these areas? What would it take for you to get there?

III. CAPACITY FOR CHANGE

Strategies for Capacity Building

1. How do you evaluate the capacity of people in your district to carry out the reform of math [and second subject] in elementary and middle schools?

a. Where do you see the major needs?

Probe for different levels of system:

- o School
- o Classroom
- o District

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

3. What is being done at the other levels (LEA, school) to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If so, how?

4. If you were a teacher or principal, who would you turn to for help in improving student learning in math and [other subject]?

5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools) participated but others haven't? What would it take to get additional people to participate?

6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

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7. What should the district role be in facilitating reform? What barriers does the district face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

8. What funding sources are supporting reform activities in your district (e.g., NSF grants, Eisenhower and other federal funds, state funds, foundation grants, business contributions, etc.)?

Are private resources being tapped? What is being done to involve the business community?

9. How does the federal government facilitate, inhibit state reform efforts? (Probe on limitations posed by categorical programs).

Should we add a question here about the use of curriculum frameworks? We pick it up in the curriculum specialist questionnaire.

IV. PROFESSIONAL DEVELOPMENT

1. What are the primary goals of your professional development program?

2. What do you see as the major needs of teachers as they implement the state's curriculum goals and other reforms? (focus particularly on elementary/middle school math and [second subject] The needs of schools?

- a. To what extent do your professional development activities meet these needs? Which needs remain unmet? Are these unmet needs being addressed by others? Specify.

3. What factors work against the provision of sound professional development?

V. STATE/LOCAL RELATIONSHIPS

1. In your opinion, what are the major education reform activities your state is undertaking now? Probe on reforms in math and [second subject] reform.

2. Do your goals coincide with state priorities? Why or why not? [Again, probe on math and second subject reform.]

Probe for local perceptions of state priorities, for example:

- Does the state have the right agenda for a district like yours?
- Do different local players --local board, staff, business and industry, parents, principals-- agree with the state's agenda? Have you or these other groups been actively involved in state agenda-setting? How?
- What role do you think the state should play in education reform?

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3. Do you see the state reforms as a continuation or departure from previous state efforts?
4. Which state policies contribute to greater or lesser authority for local school districts and schools? Explain. Probe for:
 - o funding formulas
 - o waivers or deregulation
 - o accountability reports
 - o curricular initiatives
5. How does the state monitor curriculum, student and teacher performance in the schools?
6. In general, has the district's relationship with the State changed in recent years? How? What motivated these changes?
7. Does the university/community college system have a major effect on implementation of curriculum reform? E.g. credit requirements, courses they will accept, participation in curriculum reforms

DISTRICT CURRICULUM SPECIALIST

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. GOALS/PROCESS/POLITICS

1. Please describe your district's initiatives in the last three years in math and [second subject].

a. Who are the key players in these particular initiatives? Do all the relevant players agree on the agenda? What are the major issues?

2. Do your goals coincide with state priorities for curriculum? Why or why not?

Probe for local perceptions of state priorities, for example:

-Does the state have the right agenda for your kind of district? Diverse kinds of student populations?

-Do different local players --superintendent and staff, teachers, business and industry, parents, principals--agree with the state's agenda for curriculum? Have you or these other groups been actively involved in state agenda-setting? How?

II. LOCAL POLICIES

1. Please describe your [office, staff's] main duties/ activities.

2. Describe how math and [second subject] curricula are developed in your district? Are there any special committees or other structures set up to create and develop your curriculum efforts in math and [second subject]? Probe for the scope and authority of this structure, membership, and the reasons behind using it. Is the structure a new kind of vehicle for them to use?

3. What were the most recent changes made to these curricula? Probe on adoption of any new math, [other subject] curriculum projects.

a. What factors influenced the choice of your curriculum? Probe on:

- o state curriculum policies
- o student needs
- o state assessment policies
- o changes in the discipline
- o other

4. Where did you look for information when you were developing your curriculum?

--SEA

--IEU

--other states

--national associations (NGA, CCSSO, ECS, NCTM, others)

--research findings (cognitive research, etc)

--participation in various curriculum projects like Carnegie Middle School, NSF's SSI, Eisenhower, others.

--projects in colleges and universities in your state (specify)

5. How much discretion do schools and/or teachers have in the following areas?

--curriculum development

--textbook selection and use

--selection and use of other instructional materials

--curriculum coverage and pacing

--other

Has this changed over the last few years? If so, how and why?

III. LOCAL IMPLEMENTATION OF STATE POLICY

1. How are teachers, schools and local school districts using the state curriculum frameworks? (Probe on the frameworks a tool for local development of curriculum, or are they just something they are supposed to follow?)

2. How is information on curriculum goals/frameworks transmitted to the LEAs? schools? teachers? Probe on dissemination of written materials, workshops, training sessions.

3. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations, other groups.

4. What kind and how much technical assistance does the SEA provide to LEAs to assist them in the implementation of curriculum goals? Who do you work with at the state level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?

5. Are there any significant issues concerning math and [second subject] education in the state's colleges and universities?

- a. How were the IHEs involved in curriculum reform?
- b. How is curriculum reform affecting the way they teach? train teachers?

6. How is curriculum reform linked to state/local assessment?

7. Are there any particular changes underway in the design and delivery of categorical programs for at-risk students? Describe. Probe for connections to other curriculum reforms described earlier. What are the major obstacles to integrating these programs into overarching reforms?

8. Does your department have monies to support local curriculum development activities, and if so are there any criteria on how that money is spent locally? Are there grants or other line item requirements tied into the new efforts? Probe on sources of funds--state appropriations, federal funds, business, etc.

9. What role do you think the state government should play in the development of local curriculum policies?

- Establishing precise content and learning goals
- setting broad learning goals (e.g. frameworks)
- Providing technical assistance to districts involved in new innovative curriculum programs

III. LOCAL CAPACITY

1. What capacity do local school districts, schools and teachers need to implement the curriculum goals/frameworks in math [and second subject] in elementary and middle schools?

2. How do you evaluate the capacity of your district, schools and teachers to implement the curriculum goals/frameworks?

- a. Where do you see the major needs?

Probe for different levels of system:

- o Classroom/school
- o LEA

3. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?
4. What is being done at the other levels (classroom/school, LEA) to meet these needs? Are these activities adequate? Who is providing the support? Are these different activities connected? If so, how?
5. If you were a teacher or principal, who would you turn to for help in improving student learning in math and [other subject]?
6. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools) participated but others haven't? What would it take to get additional people to participate?
7. What should the state role be in facilitating the implementation of curriculum goals/frameworks? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
8. What should the district role be in facilitating the implementation of curriculum goals/frameworks? What barriers does the district face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
9. How will you know if curriculum reform has been successful? Is the state or district tracking implementation? Describe data collected, how reported. Are there any consequences attached to implementation, such as accreditation, funding?

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DISTRICT ASSESSMENT SPECIALIST

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. TESTING POLICIES

1. What kinds of tests or assessments are required of students in mathematics and [second subject] in your district? Ask:

- state or local tests
- if norm- or criterion-referenced
- how long they have been used
- census based or sample matrix
- what subjects, grade-levels
- writing samples or other 'authentic' items
- higher order and/or basic skills-oriented (Are basic skills emphasized in lower grades?)

2. How closely matched are the tests to the state's goals and curricular frameworks in math and [second subject]?

3. Who develops these assessments (SEA, university, commercial vendor)? Is your district part of an assessment consortium (e.g., New Standards Project, CCSSO project, regional group, etc.)? Where there any special committees or other structures you set up to develop your new assessments? Probe for scope and authority of this structure, membership (esp. role of professional educators and the lay public), and the reasons behind using it. Is this a new vehicle for you to use?

4. If the district uses non-multiple choice assessments, who scores the assessments? Probe on use of outside contractors, teachers, etc.

5. How are these tests used? e.g.:

- to identify students for categorical programs, promotion or graduation
- incentives and rewards/sanctions for teachers, administrators, schools, districts?
- teacher evaluation
- influence LEA curriculum? drive teacher practice?
- school improvement planning
- public accountability report cards
- state accreditation
- other

6. Are you in the process of changing your assessments? If so, how and why? Probe on:

- move to coordinate with state developed curriculum frameworks, assessments, textbook/materials adoptions
- reduce testing to relieve local burden, provide greater local flexibility
- different tests to better reflect and encourage higher order thinking skills, interdisciplinary learning, different pedagogical approaches, etc.

7. Who are the prime movers behind these efforts? What are the critical points of difference/agreement between these groups on assessment reform?

8. Where did you look for information when you were developing your new assessments?

- SEA
- IEU
- other states
- national associations (NGA, CCSSO, ECS, NCTM, others)
- research findings (cognitive research, etc)
- participation in various assessment projects
- projects in colleges and universities in your state (specify)
- other school districts

9. Are there any efforts to change the assessments used in programs for special needs students (compensatory education, G&T, bilingual, other)? Describe.

II. LOCAL CAPACITY

1. What capacity do local school districts, schools and teachers need to implement new assessments in math [and second subject] in elementary and middle schools?

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2. How do you evaluate the capacity of local school districts, schools and teachers need to implement these assessments?

a. Where do you see the major needs?

Probe for different levels of system:

- o Classroom/school
- o LEA

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

3. What is being done at the other levels (classroom/school, LEA) to meet these needs? Are these activities adequate? Who is providing the support? Are these different activities connected? If so, how?

4. If you were a teacher, principal, or local superintendent, who would you turn to for help in preparing students and faculty for the new assessments?

5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?

6. What should the state role be in facilitating the implementation of assessments? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

7. What should the district role be in facilitating the implementation of assessments? What barriers does the district face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

8. What other funding sources are supporting assessment development and implementation activities in your district (e.g., NSF grants, Eisenhower and other federal funds, state funds, foundation grants, business contributions, etc.)?

III. IMPLEMENTATION OF STATE POLICY

1. How is information on state assessments transmitted to the LEAs? teachers? Probe on dissemination of written materials, workshops, training sessions.

2. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations.

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3. What kind and how much technical assistance does the SEA provide to LEAs to assist them in the implementation of assessments? Who do you work with at the state level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations)?

LEA PROFESSIONAL DEVELOPMENT COORDINATOR

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. STAFF DEVELOPMENT PROGRAMS

1. What are your district's requirements for staff development?
 - How much time does the district provide teachers?
 - Who chooses the topics?
 - Who sponsors the in-service--district, school, professional organization, other?
 - Who provides the services?
 - How are teachers compensated? (money, credit, salary schedule, etc.)
2. What are the primary goals of your professional development program?
3. What kinds of staff development programs does your district provide?
 - a. What are the foci of these programs?
 - b. How are these staff development activities related to state efforts in curriculum/assessment, particularly in the areas of math and [second subject]?
 - c. How do you determine the subjects of your professional development activities? Probe on input from teachers, schools, professional organizations, etc.
3. What is the target population?
 - a. Who participates and who does not? Why and why not? What would it take to get additional people to participate?
 - b. What is the coverage (e.g., number of schools, number of teachers)
4. What is the intensity of the program? Follow-up?
5. How much do you spend on staff development? sources of funds (federal, state, foundation, business, etc)? Probe on use of funds like Eisenhower.
6. Do you develop your own in-services, contract them out to universities/colleges, consultants?

7. What do you see as the major needs of teachers as they implement the state's curriculum goals and other reforms? (focus particularly on elementary/middle school math and [second subject])
The needs of school districts?

- a. To what extent do your professional development activities meet these needs?
Which needs remain unmet? Are these unmet needs being addressed by others?
Specify.

8. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)

9. Who are other providers of professional development? What is the relationship of your programs to those of other providers?

10. Who do you work with:

- at the SEA
- IHEs
- intermediate school districts
- other local school districts
- other providers of professional development
- other groups

11. What is the role of professional development schools in staff development in your state?

III. STATE ROLE IN PROFESSIONAL DEVELOPMENT

1. What role do you think the state government should play in teacher professional development?

2. What are the positive steps and policies the state is taking to implement its goals?

3. What role do you think that IHEs should play in teacher professional development?

4. What are the positive steps and policies that IHEs are taking to implement its goals?

5. How is information on professional development programs transmitted to the LEAs? teachers? Probe on dissemination of written materials, workshops, training sessions.

6. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations.

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7. What kind and how much technical assistance does the SEA provide to LEAs to assist them in the implementation of professional development programs? Who do you work with at the state level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations)?

8. In general, has the district's relationship with the State changed in recent years? How? What motivated these changes? Probe for areas of conflict; cooperation.

LEA CATEGORICAL PROGRAMS

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. GOALS/SPECIAL PROGRAMS

1. What are the major components of your program?
2. What are the major goals of your program?
3. Do your goals coincide with district goals? state goals? Why or why not?
4. What are the major issues facing your program? [Probe for increased expectations for students, attempts to coordinate services, integrate curriculum, develop more inclusive settings for students.]
5. What major changes have you made in your program in the last few years? What changes do you contemplate in the next two years? Why?

II. LOCAL POLICIES

1. Were you or your staff involved in the development of curriculum in math and [second subject] in your district? If yes, who and how? If no, why not?
2. How does your program fit into the overall program for teaching math and [second subject] in your district? What are the major obstacles to integrating your program into the math and [second subject] program?
3. How well do state curricular and assessment policies meet the needs of the students served by your program? What changes, if any, would you suggest the state make to better meet the needs of students with special needs?
4. Are students in special needs programs included in the state assessment program? In the district assessment program? If not, what are the criteria for excluding them? Are there provisions for alternative forms of assessment?

II. IMPLEMENTATION

1. Are teachers and schools using state curriculum goals and frameworks in their instruction of special needs students?
2. How is information on curriculum goals/frameworks transmitted to local personnel serving special needs students? Probe on dissemination of written materials, workshops, training sessions.
3. What kind and how much technical assistance does the SEA provide to local personnel who serve special needs students to assist them in the development or use of curriculum goals? Who do you work with at the state level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?
4. What capacity do local personnel serving special needs students need to make use of the state curriculum goals/frameworks?

- a. Where do you see the major needs?

Probe for different levels of system:

- o Classroom/school
- o LEA

5. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?
6. What is being done at the other levels (classroom/school, LEA) to meet these needs? Are these activities adequate? Who is providing the support? Are these different activities connected? If so, how?
7. If you were a teacher, principal, or local superintendent, who would you turn to for help in improving student learning for special needs students?

III. PROFESSIONAL DEVELOPMENT

1. What kinds of staff development programs are available to [special education, compensatory education, bilingual/ESL] teachers?
 - a. What are the foci of these programs?
 - b. How are these staff development activities related to state efforts in curriculum/assessment, particularly in the areas of math and [second subject]?
 - c. How are the subjects of professional development activities determined? Probe on input from teachers, professional organizations, LEAs, etc.

2. Who funds these activities? Probe on the role of the SDE.
3. Who are the major providers of these activities? Probe on the role of the SDE.
4. To what extent do teachers of special needs teachers and regular classroom teachers participate together in professional development activities? Examples?
5. What do you see as the major needs of teachers of special needs students?
 - a. To what extent do current professional development activities meet these needs? Which needs remain unmet?
6. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)

LOCAL SCHOOL BOARD MEMBER

NAME:

YEARS IN POSITION:

PREVIOUS EXPERIENCE:

I. DISTRICT BACKGROUND

1. What are the primary concerns/roles of interest groups in this community: e.g. teacher unions; business and industry; PTA; categorical interest groups, etc. Do these interests coincide with state and local priorities? Which groups do you see as most powerful, and why?
2. How would you characterize community support for the schools?

II. GOALS

1. What are the Board of Education's major priorities for this year? For each, probe why it is a priority.
2. What progress have you made towards these priorities?
3. Where do you want your district to be in three years? [Probe on why they are moving in that direction.]

What would it take for you to get there?

4. How have your priorities changed since last year? Over the last three years? Probe on reasons for changes.
 - state policies
 - district demographics
 - fiscal concerns
 - local politics
 - other

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5. We are particularly interested in math and language arts in the elementary and middle grades. How do these areas fit into your priorities?

a. What progress have you made towards these priorities?

b. Where do you want your district to be in three years in these areas? What would it take for you to get there?

III. CAPACITY FOR CHANGE

Strategies for Capacity Building

1. How do you evaluate the capacity of people in your district to carry out the reform of math [and second subject] in elementary and middle schools?

a. Where do you see the major needs?

Probe for different levels of system:

- o LEA
- o School
- o Classroom

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

3. What is being done at the other levels (LEA, school) to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If so, how?

4. If you were a teacher or principal, who would you turn to for help in improving student learning in math and [other subject]?

5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools) participated but others haven't? What would it take to get additional people to participate?

6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

7. What should the district role be in facilitating reform? What barriers does the district face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

8. What funding sources are supporting reform activities in your district (e.g., NSF grants, Eisenhower and other federal funds, state funds, foundation grants, business contributions, etc.)? Are private resources being tapped? What is being done to involve the business community?

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9. How does the federal government facilitate, inhibit state reform efforts? (Probe on limitations posed by categorical programs).

Organization

1. How would you characterize the capacity of the SEA to support education reform? What are their strengths and weaknesses?

2. Do you think the SEA has to change in order to support reform? Probe on:

- increased resources, number of staff
- need to coordinate divisions (esp., assessment/curriculum and textbooks/staff development/etc.
- shift in the function of the agency, e.g. away from monitoring and towards compliance (probe for what this actually means in terms of changes in regulatory role)
- changes in the kinds of staff
- other

3. How would you characterize the capacity of the LEA to support education reform? What are their strengths and weaknesses?

4. Do you think the LEA has to change in order to support reform?

5. Has your Board set up any special structures to promote reform? Probe for participation of local education officials, business reps, teachers, community leaders.

6. Generally speaking, how would you categorize state-local relations?

- traditionally
- as affected by reforms of the 1980s
- now

7. How will you know if education reform has been successful? Describe data collected, how reported.

LOCAL TEACHER UNION REPRESENTATIVE

(COLLECT ALL RELEVANT DOCUMENTS)

BACKGROUND INFORMATION

NAME:

YRS IN POSITION:

PRIOR EXPERIENCE:

I. CAPACITY FOR CHANGE

1. How do you evaluate the capacity of people in your district to carry out the reform of math and [second subject] in elementary and middle schools?

a. Where do you see the major needs?

Probe for different levels of system:

- ☐ Classroom
- ☐ School
- ☐ LEA

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

3. What is being done at the other levels (classroom/school, LEA) to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If so, how?

4. If you were a teacher or principal, who would you turn to for help in improving student learning in math and [second subject]?

5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools, districts) participated but others haven't? What would it take to get additional people to participate?

6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

7. What should the district role be in facilitating reform? What barriers does the district face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)

8. How does the federal government facilitate, inhibit state and district reform efforts? (Probe on limitations posed by categorical programs).

II. IMPLEMENTATION OF STATE POLICY

1. How are teachers and schools using the curriculum frameworks in mathematics and [second subject]? (Probe on the frameworks a tool for local development of curriculum, or are they just something they are supposed to follow?)

2. How is information on curriculum goals/frameworks transmitted to the district? schools? teachers? Probe on dissemination of written materials, workshops, training sessions.

3. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations, other groups.

4. What kind and how much technical assistance does the SEA provide to LEAs to assist them in the implementation of curriculum goals? Who do you work with at the state? at the local level? What other sources of technical assistance are available to the LEAs (probe on IHEs, intermediate units, professional organizations, other groups)?

5. How was your organization involved in curriculum reform?

6. How is curriculum reform affecting the way teachers teach? the way they are trained?

7. How is curriculum reform linked to state/local assessment?

III. PROFESSIONAL DEVELOPMENT

1. What are the primary goals of your professional development program?

2. What kinds of staff development programs does your organization provide?

a. What are the foci of these programs?

b. How are these staff development activities related to state efforts in curriculum/assessment, particularly in the areas of math and [second subject]?

c. How do you determine the subjects of your professional development activities? Probe on input from teachers, professional organizations, LEAs, etc.

3. What is the target population?

a. Who participates and who does not? Why and why not? What would it take to get additional people to participate?

b. What is the coverage (e.g., number of schools, number of teachers)

LEAUNION, 11/93

4. What is the intensity of the program? Follow-up?
5. How much do you spend on staff development? sources of funds (federal, state, foundation, business, etc)? Probe on use of funds like Eisenhower.
6. Do you develop your own in-services, contract them out to universities/colleges, consultants?
7. What do you see as the major needs of teachers as they implement the state's curriculum goals and other reforms? (focus particularly on elementary/middle school math and [second subject]) The needs of school districts?
 - a. To what extent do your professional development activities meet these needs? Which needs remain unmet? Are these unmet needs being addressed by others? Specify.
8. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)
9. Who are other providers of professional development? What is the relationship of your programs to those of other providers?
10. Who do you work with:
 - at the SEA
 - IHEs
 - intermediate school districts
 - local school districts
 - other providers of professional development
 - other groups
11. What is the role of professional development schools in staff development in your state?

PRINCIPAL

NAME:

YEARS IN POSITION:

PREVIOUS EXPERIENCE:

I. SCHOOL BACKGROUND

1. Profiles

a. Profiles of school and student population (size, grade span, poverty, racial/ethnic composition; changes over the last five years and future trends)

b. Staff characteristics (average class size, average teacher experience, teacher turnover)

II. GOALS

1. What are your district's major priorities for this year? For each, probe why it is a priority.

2. How have these priorities changed since last year? Over the last three years? Probe on reasons for changes.

- state policies
- district demographics
- fiscal concerns
- local politics
- other

3. What are your school's major priorities for this year? For each, probe why it is a priority.

4. What progress have you made towards these priorities?

5. Where do you want your school to be in three years? [Probe on why they are moving in that direction.]

What would it take for you to get there?

PRINCIPAL, 11/93

6. How have your school's priorities changed since last year? Over the last three years? Probe on reasons for changes.

- state policies
- local policies
- school demographics
- fiscal concerns
- local politics
- community concerns
- school staff concerns
- other

7. We are particularly interested in math and language arts in the elementary and middle grades. How do these areas fit into your priorities?

a. What progress have you made towards these priorities?

b. Where do you want your school to be in three years in these areas? What would it take for you to get there?

8. Do your goals coincide with state priorities? district priorities? Why or why not? [Again, probe on math and second subject reform.]

III. CAPACITY FOR CHANGE

1. How do you evaluate the capacity of people in your school to carry out the reform of math [and second subject] in elementary and middle schools?

a. Where do you see the major needs?

Probe for different levels of system:

- o School
- o Classroom

2. What is the state doing to meet these needs? Is this adequate? What was the impetus for these activities? Does this represent a change in strategy? Why?

3. What is being done at the district to meet these needs? Who is providing the support? Are these activities adequate? Are these different activities connected? If so, how?

4. If you were a teacher, who would you turn to for help in improving student learning in math and [other subject]?

PRINCIPAL, 11/93

5. How widespread is involvement in capacity-building activities currently? Why have some (teachers, schools) participated but others haven't? What would it take to get additional people to participate?
6. What should the state role be in facilitating reform? What barriers does the state face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
7. What should the district role be in facilitating reform? What barriers does the district face in expanding its capacity-building role? (Probe on fiscal, staff limitations.)
8. What funding sources are supporting reform activities in your school (e.g., NSF grants, Eisenhower and other federal funds, state funds, foundation grants, business contributions, etc.)?

Are private resources being tapped? What is being done to involve the business community?

9. How does the federal government facilitate, inhibit reform efforts? (Probe on limitations posed by categorical programs).

IV. LOCAL IMPLEMENTATION OF STATE POLICY

1. Describe how math and [second subject] curricula are developed in your district? Are there any special committees or other structures set up to create and develop your curriculum efforts in math and [second subject]? To what extent, and how, were you and/or your teachers involved in curriculum development?

2. What were the most recent changes made to these curricula? Probe on adoption of any new math, [other subject] curriculum projects.

- a. What factors influenced the choice of your curriculum? Probe on:
 - o state curriculum policies
 - o student needs
 - o state assessment policies
 - o changes in the discipline
 - o other

3. How much discretion do schools and/or teachers have in the following areas?

- curriculum development
- textbook selection and use
- selection and use of other instructional materials
- curriculum coverage and pacing
- other

Has this changed over the last few years? If so, how and why?

PRINCIPAL, 11/93

4. How are teachers, schools and local school districts using the state curriculum frameworks in math and [second subject]? (Probe on the frameworks a tool for local development of curriculum, or are they just something they are supposed to follow?)
5. How is information on curriculum goals/frameworks transmitted to the LEAs? schools? teachers? Probe on dissemination of written materials, workshops, training sessions.
6. Who is involved in disseminating this information? Probe on role of SEA, IHEs, intermediate units, unions, teachers, professional organizations, other groups.
7. What kind and how much technical assistance does the district provide to schools to assist them in the implementation of curriculum goals? Who do you work with at the district level? What other sources of technical assistance are available to the schools and teachers (probe on IHEs, intermediate units, professional organizations, other groups)?
8. How is curriculum reform linked to state/local assessment?
9. Are there any particular changes underway in the design and delivery of categorical programs for at-risk students? Describe. Probe for connections to other curriculum reforms described earlier. What are the major obstacles to integrating these programs into overarching reforms?
10. Does your school have monies to support local curriculum development activities, and if so are there any criteria on how that money is spent? Are there grants or other line item requirements tied into the new efforts? Probe on sources of funds--local funds, state appropriations, federal funds, business, etc.
11. Is your school participating in any district or state-sponsored grant programs for curriculum projects?

e.g. Interdisciplinary projects(math/science)
Reading/Writing Programs
Authentic Assessment

12. What are the primary oversight mechanisms used by your district to monitor curriculum, student and teacher performance in the schools? Probe for extent to which these are a result of state requirements.

V. PROFESSIONAL DEVELOPMENT

1. What kinds of staff development programs does your district provide?

PRINCIPAL, 11/93

2. What kinds of staff development programs does your school provide?
 - a. What are the foci of these programs?
 - b. What is the target population?
 - c. What is the coverage (e.g., number of teachers)
 - d. What is the intensity of the program? Follow-up?
 - e. How much do you spend on staff development? sources of funds (federal, state, foundation, business, etc)? Probe on use of funds like Eisenhower.
 - f. Do you develop your own in-services, contract them out to universities/colleges, consultants?
3. How do you determine the subjects of your professional development activities? Probe on input from teachers, professional organizations, LEA, etc.
4. What do you see as the major needs of teachers as they implement the state's curriculum goals and other reforms? (focus particularly on elementary/middle school math and [second subject])
The needs of school districts?
 - a. To what extent do your professional development activities meet these needs? Which needs remain unmet? Are these unmet needs being addressed by others? Specify.
5. What factors work against the provision of sound professional development? (e.g., college course credits qualifying for salary increases, etc.)
6. Who are other providers of professional development? What is the relationship of your programs to those of other providers?
7. Who do you work with:
 - at the SEA
 - IHEs
 - intermediate school districts
 - other local school districts
 - other providers of professional development
 - other groups

Appendix C
Interview Protocol for Teachers
Teacher Questionnaires

TEACHER, 3/94

TEACHER

NAME:

YEARS IN POSITION:

PREVIOUS EXPERIENCE:

INTRODUCTION:

Our research project, funded by the U.S. Department of Education, is designed to study states engaged in systemic education reform. The project focuses on strategies used by various groups at the state and local level to build capacity for systemic reform.

Thank you for completing the questionnaire, which concentrated on the content of instruction in mathematics and writing and the factors that influence that instruction. Today, I would like to follow up on a few of those questions and to ask additional questions about your goals in (subject or subjects) instruction, your perceptions of the current state policies in this (these) subject(s), your sense of teachers' involvement in shaping the directions of education change, and your views of the resources currently available to support professional development related to instruction in these subjects.

(Proceed with signing consent form if you have not already done so.)

[For elementary teachers, say:

I want to get your views related to two different subjects: mathematics and (second subject). Rather than going through the entire interview twice, I would like to hear what you think about both subjects for each of the my questions. Sometimes it may be most convenient just to point out similarities and differences between the two subjects; for other questions, you may want to give quite separate answers for the two subjects.

Then be sure that you understand what the elementary teacher thinks for each of the two subjects.]

I. GOALS

1.1 In completing the questionnaire, you have provided information on some of your specific goals for instruction in (subjects). It may be, however, that the items listed there didn't quite match your own way of thinking about (subject). Could you tell me, in your own words, what you see as your most important overall goals in this subject (these subjects)?

1.2 What progress do you think you have made toward reaching those goals?

TEACHER, 3/94

1.3. How have your goals changed since last year? How about changes over the last 3 years?

1.4 On the questionnaire you indicated that

[list the items where the teacher indicated "extensive influence" on the question for this subject that begins "To what extent . . ."]

had an extensive influence on your instruction in this subject. Can you tell me more about how you were influenced by each of those factors?

[If teacher had no "extensive influence" items, ask about "moderate influence."

If no responses of either extensive or moderate influence, say

"I notice that none of the items we listed had more than a minor influence on your instruction in this subject. Are there factors not on the list that had a greater influence? Can you tell me more about those?"

II. CAPACITY BUILDING

Now I would like to ask a few questions related to professional development, and more generally about the resources available to assist you in improving student learning.

2.1 When you feel that you would like help in improving student learning in math and [other subject], to whom do you turn? Why?

Probe for specific examples.

2.2 Have there been inservice activities that you have found particularly valuable for teaching (subjects)? For each of these activities, can you tell me more about

who lead or taught the inservice activity
how it was organized (duration, timing, location)
what you learned
how you were helped to learn it
what sort of followup was provided?

2.3 Are there college or university courses or programs that you have found especially valuable for teaching (subjects)? Can you tell me more about

who lead or taught the course or program activity
how it was organized (duration, timing, location)
what you learned
how you were helped to learn it?

TEACHER, 3/94

2.4 Are there other things going on that have helped increase your capacity to teach (subjects)?

III. BARRIERS

3.1 In general, what would you say are the most significant barriers you face in trying to teach (subject)?

3.2 What do think you would need in order to overcome those barriers?

IV. KNOWLEDGE AND UNDERSTANDING OF POLICY CHANGES

I would like to shift now to some questions relating to educational reform policies in this state. I am interested in your views about what these policies are attempting to accomplish and their strengths and weaknesses.

4.1 What do you see as the most important education reform policies now in place in your state?

4.2 For each of the items you mentioned, could you tell me:

what you think it is intended to accomplish,

whether you agree that this goal should be given high priority,

and what you see as the main advantages and disadvantages of the approach?

[Go through each of the reform policies the teacher mentions.]

4.3 [If the teacher does not mention a major component of the state's reform, ask:] Another reform policy I have heard about is (name component). Do you see that as an important aspect of reform? [If so, ask 4.2 questions.]

4.4 We have talked about several different aspects of education reform in this state. What connections do you see among them?

Are there ways in which the different reform efforts seem to conflict with one another?

4.5 What impact do you think that these reform efforts have had on what students learn about (subjects) in your classroom? In your school as a whole?

TEACHER, 3/94

V. TEACHERS' ROLE IN SHAPING REFORM

5.1 On the questionnaire you indicated that teachers in your school had [no, little, a moderate amount, a great deal--depending on teacher's response] influence over school policy for the (subject) curriculum. Could you tell me more about how you and other teachers have been involved in (subject) curriculum decisions?

Probe for influence over

- curriculum development
- textbook selection and use
- selection and use of other instructional materials --curriculum coverage and pacing

Has this changed over the last few years? If so, how and why?

5.2 How have the state curriculum frameworks in math and [second subject] been used in these decisions about curriculum? [For Vermont, ask how they expect them to be used, since they are not yet in place.]

(Probe on the frameworks a tool for local development of curriculum, or are they just something they are supposed to follow?)

5.3 What sort of connection has there been between curriculum changes and state/local assessment?

5.4 Are there any particular changes underway in the design and delivery of categorical programs for at-risk students? Describe. Probe for connections to other curriculum reforms described earlier. What are the major obstacles to integrating these programs into over arching reforms?

VI. OTHER COMMENTS

6.1 Are there items that we haven't discussed that are especially important to improving (subjects) instruction in this state?

Consortium for Policy Research in Education
Study of Systemic Reform

Elementary Teacher Questionnaire

SCHOOL: _____

DATE: _____

TEACHER'S NAME: _____

GRADE LEVEL: _____

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in the relationships between local teaching practice and state policies, especially the strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels, and in their connections to classroom instruction. We hope that the information we gather here and in two other states will be helpful to state-level practitioners and policy makers.

By completing this survey in advance, we will be able to make better use of the interview we scheduled. If you have some question about how to respond to a particular question, you may bring this up in the interview.

**PLEASE COMPLETE THE INFORMATION BELOW
SO THAT WE MAY PROCESS PAYMENT OF
YOUR HONORARIUM**

HOME ADDRESS: _____

CITY: _____

STATE/ZIP: _____

SOCIAL SECURITY #: _____

A. Teacher Background

1. How many years have you taught in elementary schools? _____
2. At what grade levels have you taught? _____
3. What grade are you currently teaching? _____
4. Where did you complete your undergraduate degree? _____
5. What was your major? _____
6. Have you completed an graduate degree? _____
If, so where? _____ In what field? _____

B. Writing

THE FOLLOWING QUESTIONS ARE SPECIFIC TO YOUR INSTRUCTION IN **WRITING** FOR THE
CURRENT SCHOOL YEAR.
IN A LATER SECTION WE ASK YOU SIMILAR QUESTIONS FOR YOUR INSTRUCTION IN
MATHEMATICS.

MATERIALS

1. Do you use instructional materials in teaching writing? Yes No
(If not, skip to Question 6.)
2. Of the time in writing instruction that your class spends using instructional materials, what percentage is typically spent with each of the following? (These should add to 100%.)
English/Grammar books _____ %
Spelling books _____ %
Workbooks/worksheets _____ %
Other _____ %
3. If you use worksheets, please explain briefly where you get them (i.e., commercial publications, workbooks, make them yourself)

INSTRUCTIONAL CONTENT AND ORGANIZATION

4. How much time, on average, is writing taught each week to this class?
_____ (hours and minutes per week)
5. During a typical week, how much time does your class typically spend on the following activities in writing instruction?

Whole class lessons	_____ hours _____ minutes
Whole class discussion	_____ hours _____ minutes
Teacher Read Aloud	_____ hours _____ minutes
Small group lessons	_____ hours _____ minutes
Small group discussion	_____ hours _____ minutes
Students working in pairs/teams/small groups	_____ hours _____ minutes
Individual work	_____ hours _____ minutes
Other _____	_____ hours _____ minutes

6. To what extent has the overall amount of time devoted to writing instruction at this grade level in your classroom changed over the past three years? (Circle the number of the best response.)

- 1 It has increased
- 2 It has decreased
- 3 It has stayed about the same
- 4 Don't know/can't remember
- 5 Does not apply (e.g., I haven't taught at this grade level for three years)

7. Please circle the amount of time you typically spend during a week on each area.

(Circle the closest number on each line.)

	<u>None</u>	<u>30 min.</u>	<u>1 Hr</u>	<u>2 Hrs</u>	<u>3 Hrs</u>	<u>4+ Hrs</u>
Prewriting	0	1/2	1	2	3	4+
Writing drafts	0	1/2	1	2	3	4+
Revising	0	1/2	1	2	3	4+
Proof-reading	0	1/2	1	2	3	4+
Editing	0	1/2	1	2	3	4+
Publishing	0	1/2	1	2	3	4+
Style	0	1/2	1	2	3	4+
Purposes of writing (e.g. persuasion, expressive)	0	1/2	1	2	3	4+
Spelling	0	1/2	1	2	3	4+
Grammar/punctuation	0	1/2	1	2	3	4+
Handwriting	0	1/2	1	2	3	4+

8. Below are some different kinds of writing. Which of the following do you work on with your class? (Circle all that apply)

- A. Poetry
- B. Letters
- C. Essays
- D. Reports
- E. Short stories
- F. Other _____

9. Do you include the following within the writing, have separate lessons or both? (Circle the appropriate response for each line.)

Spelling	include	separate	both
Grammar	include	separate	both
Handwriting	include	separate	both
Word Processing	include	separate	both

INFLUENCES ON WRITING INSTRUCTION

10. At this school, how much actual influence do you think teachers have over school policy about writing instruction for the following?

	<u>No Influence</u>					<u>A great deal of influence</u>
a. The content of inservice programs	1	2	3	4	5	6
b. Policies on grouping	1	2	3	4	5	6
c. The curriculum	1	2	3	4	5	6

11. How much control do you feel you have in your classroom over selecting each of the following for writing instruction?

	<u>No Control</u>					<u>Complete Control</u>
a. Textbooks/ instructional materials	1	2	3	4	5	6
b. Content, topics and skills to be taught	1	2	3	4	5	6
c. Teaching techniques	1	2	3	4	5	6
d. Criteria for grading students	1	2	3	4	5	6

12. To what extent do the following categories influence the content and methods of your writing instruction?

(0 = No influence, 1 = Minor influence, 2 = moderate influence, 3 = Extensive influence)

(Circle one number on each line.)

Textbook/Instructional materials	0	1	2	3
District assessment	0	1	2	3
State assessment	0	1	2	3
District curriculum guide	0	1	2	3
State curriculum guides	0	1	2	3
My principal	0	1	2	3
My initial teacher preparation	0	1	2	3
Inservice training	0	1	2	3
Other teachers	0	1	2	3
Student interests	0	1	2	3
Student needs	0	1	2	3
My knowledge about particular topics	0	1	2	3
My beliefs about what topics are important	0	1	2	3

TEACHER'S ROLE

Three teachers -- Lou, Chris, and Terry -- describe their role as teachers in helping students in writing.

Lou: "I mainly see my role as a facilitator. I try to provide opportunities and resources for my students to write about things they are interested in."

Terry: "I think it's most important to model writing. I write in class so that they see me struggling to express my ideas in writing too. I show them my rough drafts and try to get their responses."

Chris: "I see my role as more directive than either of you does. I try to provide my students with lots of directions and specific information that will let them improve their writing."

13. Which teacher is most likely to help students learn to write? (Choose one.)

- A. Lou B. Terry C. Chris

14. Which teacher is least likely to help students learn to write? (Choose one.)

- A. Lou B. Terry C. Chris

STUDENT LEARNING PROCESSES IN WRITING

15. Estimate the percentage of time students in your class spend engaged in writing activities which employ the various types of cognitive processes listed below for the current school year.

(STUDY THE ENTIRE LIST OF OPTIONS BEFORE RESPONDING)

COGNITIVE PROCESSES	%
a. Memorize (e.g., spelling, vocabulary, grammar)	
b. Understand concepts	
c. Classify/Order/Group/Outline	
d. Comprehend/Summarize	
e. Interpret/Question	
f. Investigate/Question	
g. Analyze/Infer	
h. Evaluate/Critique	
i. Identify with another's point of view	
j. Apply/Create	
TOTAL	100

C. MATHEMATICS

THE FOLLOWING QUESTIONS ARE SPECIFIC TO YOUR INSTRUCTION IN MATHEMATICS FOR THE CURRENT SCHOOL YEAR.

MATERIALS

1. If you use a mathematics textbook please list the publisher and publishing date.

Publisher: _____ Date: _____

2. Of the time in math instruction that your class spends using instructional materials, what percentage is typically spent with each of the following? (These should add to 100%.)

Textbook	_____ %
Manipulatives	_____ %
Workbooks/worksheets	_____ %
Other _____	_____ %

3. If you use worksheets, please explain briefly where you get them (i.e., commercial publications, workbooks, make them yourself)

INSTRUCTIONAL CONTENT AND ORGANIZATION

4. How much time, on average, is mathematics taught each week to this class?

_____ (hours and minutes per week)

5. During a typical week, how much time does your class typically spend on the following activities in mathematics instruction?

Teacher working with whole group	_____ hours _____ minutes
Teacher working with small group	_____ hours _____ minutes
Students working in pairs/teams/small groups	_____ hours _____ minutes
Individual work	_____ hours _____ minutes
Routines, interruptions, other non-instructional activities	_____ hours _____ minutes

6. During a typical week of instruction, how many minutes does a typical student spend working with computers and calculator as part of mathematics instruction? (Not counting work done out of class.)

(Circle one number in each column.)

	Computers	Calculators
None	1	1
1-14 minutes	2	2
15-29 minutes	3	3
30-44 minutes	4	4
45-60 minutes	5	5
More than 60 minutes	6	6

7. To what extent has the overall amount of time devoted to mathematics instruction at this grade level in your classroom changed over the past three years? (Circle the number of the best response.)

- 1 It has increased
- 2 It has decreased
- 3 It has stayed about the same
- 4 Don't know/can't remember
- 5 Does not apply (e.g., I haven't taught at this grade level for three years)

8. How much emphasis do you place on integrating mathematics abilities with instruction in other subject areas (e.g., social studies, science)? (Circle the number under the most appropriate response.)

None	Minor emphasis	Moderate emphasis	Heavy emphasis
0	1	2	3

9. In your mathematics instruction, how much do you currently emphasize each of the following student objectives: (Circle one number on each line.)

	<u>None</u>	<u>Minor Emphasis</u>	<u>Moderate Emphasis</u>	<u>Heavy Emphasis</u>
a. Increase interest in mathematics	0	1	2	3
b. Learn mathematical concepts	0	1	2	3
c. Learn mathematical algorithms	0	1	2	3
d. Learn how to solve problems	0	1	2	3
e. Learn to perform computations with speed and accuracy	0	1	2	3
f. Increase awareness of the importance of mathematics in daily life	0	1	2	3
g. Prepare for further study in mathematics	0	1	2	3
h. Learn about applications of mathematics in science	0	1	2	3
i. Learn about the applications of mathematics in business and industry	0	1	2	3
j. Learn to explain ideas in mathematics effectively	0	1	2	3

10. The tables that follow inquire into the content covered and cognitive processes in mathematics for students in your class for the current year.

Each table stands on its own -- meaning that the total % for each table will 100 (or 0 if no item on the table receives any attention for this class). If only one item in a given table receives some attention (even if only a very small amount), it should be reported as 100% --as it receives all of the time devoted to those items identified in the table.

A useful strategy in working through these tables is to first identify those items that receive no attention at all, by placing a '0' in the appropriate box. Then, for the remaining items, split up the percentages based upon what receives more or less attention relative to the other items listed. Remember, all the tables should total either '100' or '0.'

MATHEMATICS SUBTOPICS

THE TABLES THAT FOLLOW IDENTIFY A VARIETY OF MATHEMATICS RELATED SUBTOPICS THAT HAVE BEEN GROUPED INTO TEN TOPICAL AREAS. WITHIN EACH GROUP OF SUBTOPICS WE ASK YOU TO ENTER THE PERCENTAGE OF TIME (RELATIVE TO OTHER SUBTOPICS WITHIN THE GROUP) THAT YOU SPEND ON EACH SUBTOPIC **FOR THE CURRENT SCHOOL YEAR.**

(EACH GROUPING SHOULD TOTAL 100%.)

(BE SURE TO INDICATE A PERCENTAGE FOR **EACH** SUBTOPIC, INDICATING 0% WHERE APPROPRIATE.)

10A. NUMERATION & NUMBER RELATIONS	%
a. Place value	
b. Expanded notation	
c. Negative numbers	
d. Sets and set notation	
e. Number patterns and sequences	
f. Other systems of numeration (e.g., non-base ten and Roman)	
g. Mathematical properties (e.g., distributive, associative)	
h. Types of numbers (e.g., rational, odd, even, prime)	
TOTAL	100

10C. WHOLE NUMBER ARITHMETIC FACTS	%
a. Addition	
b. Subtraction	
c. Multiplication	
d. Division	
TOTAL	100

10B. WHOLE NUMBER COMPUTATION AND ESTIMATION	%
a. Addition	
b. Subtraction	
c. Multiplication	
d. Division	
e. Combinations of add, subtract, multiply, and divide	
f. Estimation to determine reasonableness of results	
TOTAL	100

10D. FRACTIONS, DECIMALS RATIO & PROPORTION	%
a. Concept of fractions	
b. Equivalent fractions	
c. Add and subtract fractions	
d. Multiply & divide fractions	
e. Concept of decimals	
f. Computation with decimals	
g. Percentages	
h. Ratio and proportion	
TOTAL	100

10E. MEASUREMENT	%
a. Relation between measurement systems	
b. Length	
c. Area & perimeter	
d. Volume	
e. Weight & mass	
f. Rate of change	
g. Estimation of measurements	
h. Selection of appropriate units	
TOTAL	100

10G. GEOMETRY	%
a. Identify and illustrate geometric shapes (e.g., triangles, rectangles)	
b. Properties of shapes (e.g., equal sides, symmetry)	
c. Points, lines, angles, rays, vectors	
d. Transformations (e.g., rotations, reflections)	
e. Coordinate systems	
f. Represent problems with geometric models	
g. Applications of geometry	
TOTAL	100

10F. STATISTICS AND PROBABILITY	%
a. Summarize data in table or graph	
b. Descriptive statistics (e.g., mean, standard deviation)	
c. Probability	
d. Permutations and combinations	
TOTAL	100

10H. ALGEBRA	%
a. Concepts of variable, expression, equation	
b. Different ways of representing patterns and situations (e.g., verbal rule, equation, graph, table)	
c. Exponents, powers, and roots	
d. Functions	
TOTAL	100

10I. PROBLEM SOLVING AND REASONING	%
a. Identify and construct patterns	
b. Formulating problems	
c. Problem solving strategies (e.g., work backwards, solve a simpler problem)	
d. Check and interpret solutions	
e. Drawing logical conclusions	
f. Justifying answers and procedures	
TOTAL	100

10J. COMMUNICATING ABOUT MATHEMATICS	%
a. Relate everyday language and concepts to mathematics	
b. Discuss mathematical ideas and make conjectures and arguments	
c. The language of mathematics (e.g., definitions, mathematical notation)	
d. Use listening and reading skills to interpret and evaluate mathematical ideas.	
TOTAL	100

THIS COMPLETES THE SET OF SUBTOPICS.

BELOW ARE LISTED THE TEN GENERAL AREAS WITHIN WHICH THE VARIOUS SUBTOPICS IDENTIFIED ABOVE HAVE BEEN GROUPED. WITH THESE SUBTOPICS IN MIND, AND FOR THE CURRENT SCHOOL YEAR, ESTIMATE THE PERCENTAGE OF TIME YOU SPEND IN EACH OF THESE GENERAL CONTENT AREAS DURING MATHEMATICS INSTRUCTION.

10T. MATHEMATICS TOPICS	%
a. Numeration & number relations	
b. Whole number computation and estimation	
c. Whole number arithmetic facts	
d. Fractions, decimals, ratio, and proportion	
e. Measurement	
f. Statistics and probability	
g. Geometry	
h. Algebra	
i. Problem solving and reasoning	
j. Communicating about mathematics	
TOTAL	100

STUDENT LEARNING PROCESSES IN MATHEMATICS

14. Estimate the percentage of time students in this class spend engaged in mathematics activities which employ the various types of cognitive processes listed below for the current school year.

(STUDY THE ENTIRE LIST OF OPTIONS BEFORE RESPONDING)

COGNITIVE PROCESSES	%
a. Memorize facts/definitions/equations	
b. Understand concepts	
c. Collect data (e.g., observe, measure)	
d. Order, compare, estimate, approximate	
e. Computation	
f. Routine story problems	
g. Interpret data, recognize patterns	
h. Novel and real world story problems	
i. Build and review theory, develop proofs	
TOTAL	100

INFLUENCES ON MATH INSTRUCTION

11. At this school, how much actual influence do you think teachers have over school policy about mathematics instruction for the following?

	<u>No Influence</u>					<u>A great deal of influence</u>
a. The content of inservice programs	1	2	3	4	5	6
b. Policies on grouping	1	2	3	4	5	6
c. The curriculum	1	2	3	4	5	6

12. How much control do you feel you have in your classroom over selecting each of the following for math instruction?

	<u>No Control</u>					<u>Complete Control</u>
a. Textbooks/ instructional materials	1	2	3	4	5	6
b. Content, topics and skills to be taught	1	2	3	4	5	6
c. Teaching techniques	1	2	3	4	5	6
d. Criteria for grading students	1	2	3	4	5	6

13. To what extent do the following categories influence the content and methods of your math instruction?

(0 = No influence, 1 = Minor influence, 2 = moderate influence, 3 = Extensive influence)

(Circle one number on each line.)

Textbook/Instructional materials	0	1	2	3
District assessment	0	1	2	3
State assessment	0	1	2	3
District curriculum guide	0	1	2	3
State curriculum guides	0	1	2	3
My principal	0	1	2	3
My initial teacher preparation	0	1	2	3
Inservice training	0	1	2	3
Other teachers	0	1	2	3
Student interests	0	1	2	3
Student needs	0	1	2	3
My knowledge about particular topics	0	1	2	3
My beliefs about what topics are important	0	1	2	3

PROFESSIONAL DEVELOPMENT

15. What type(s) of support have you received in the last 12 months for in-service education related to the teaching of reading or the teaching of mathematics?

(CIRCLE ALL THAT APPLY IN EACH COLUMN)

	Reading	Math
a. None	1	2
b. Released time from teaching	1	2
c. Travel and/or per diem expenses	1	2
d. Stipend(s)	1	2
e. Professional growth credits	1	2

16. Please indicate whether you have participated in any of the following activities during the last 12 months

(CIRCLE ALL THAT APPLY)

a. School-system sponsored workshops during the school year	1	2
b. School-system sponsored workshops during summer	1	2
c. Curriculum committee	1	2
d. Committee work or special assignment other than curriculum	1	2
e. University extension courses	1	2
f. College courses in EDUCATION during the school year	1	2
g. College courses in subject fields OTHER THAN EDUCATION during the school year	1	2
h. College courses in EDUCATION during the summer	1	2
i. College courses in subjects OTHER THAN EDUCATION during the summer	1	2
j. Professional growth activities sponsored by professional associations	1	2

17. Do you have comments you would like to make about any of the items on this questionnaire?

Consortium for Policy Research in Education
Study of Systemic Reform

Elementary Teacher Questionnaire

SCHOOL: _____

DATE: _____

TEACHER'S NAME: _____

GRADE LEVEL: _____

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in the relationships between local teaching practice and state policies, especially the strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels, and in their connections to classroom instruction. We hope that the information we gather here and in two other states will be helpful to state-level practitioners and policy makers.

By completing this survey in advance, we will be able to make better use of the interview we scheduled. If you have some question about how to respond to a particular question, you may bring this up in the interview.

**PLEASE COMPLETE THE INFORMATION BELOW
SO THAT WE MAY PROCESS PAYMENT OF
YOUR HONORARIUM**

HOME ADDRESS: _____

CITY: _____

STATE/ZIP: _____

SOCIAL SECURITY #: _____

A. Teacher Background

1. How many years have you taught in elementary schools? _____
2. At what grade levels have you taught? _____
3. What grade are you currently teaching? _____
4. Where did you complete your undergraduate degree? _____
5. What was your major? _____
6. Have you completed an graduate degree? _____
If, so where? _____ In what field? _____

B. READING

THE FOLLOWING QUESTIONS ARE SPECIFIC TO YOUR INSTRUCTION IN **READING** FOR THE CURRENT SCHOOL YEAR.
IN A LATER SECTION WE ASK YOU SIMILAR QUESTIONS FOR YOUR INSTRUCTION IN MATHEMATICS.

MATERIALS

1. If you use a reading basal please list the publisher and publishing date.
Publisher: _____ Date: _____
2. Of the time in reading instruction that your class spends using instructional materials, what percentage is typically spent with each of the following? (These should add to 100%.)
Reading basals _____ %
Trade books - literature _____ %
Subject basals _____ %
Workbooks/worksheets _____ %
Other _____ %
3. If you use worksheets, please explain briefly where you get them (i.e., commercial publications, workbooks, make them yourself)

INSTRUCTIONAL CONTENT AND ORGANIZATION

4. How much time, on average, is **reading** taught each week to this class?
_____ (hours and minutes per week)
5. During a typical **week**, how much time does your class typically spend on the following activities in **reading** instruction?

Whole class lessons	_____ hours _____ minutes
Whole class discussion	_____ hours _____ minutes
Teacher Read Aloud	_____ hours _____ minutes
Small group lessons	_____ hours _____ minutes
Small group discussion	_____ hours _____ minutes
Students working in pairs/teams/small groups	_____ hours _____ minutes
Individual work	_____ hours _____ minutes
Routines, interruptions, other non-instructional	_____ hours _____ minutes

6. To what extent has the overall amount of time devoted to reading instruction at this grade level in your classroom changed over the past three years? (Circle the number of the best response.)

- 1 It has increased
- 2 It has decreased
- 3 It has stayed about the same
- 4 Don't know/can't remember
- 5 Does not apply (e.g., I haven't taught at this grade level for three years)

7. Please circle the amount of time you typically spend during a week on each area.

(Circle the closest number on each line.)

	<u>None</u>	<u>30 min.</u>	<u>1 Hr</u>	<u>2 Hrs</u>	<u>3 Hrs</u>	<u>4+ Hrs</u>
Phonics	0	1/2	1	2	3	4+
Word recognition	0	1/2	1	2	3	4+
Word meaning	0	1/2	1	2	3	4+
Comprehension strategies (e.g., summarizing, self-questioning)	0	1/2	1	2	3	4+
Text types (e.g., narrative, adventure, biography)	0	1/2	1	2	3	4+
Text features (e.g., charts, headings, metaphors)	0	1/2	1	2	3	4+
Responding to reading (e.g., author's intent, evaluations)	0	1/2	1	2	3	4+

8. Below are some different kinds of text. Which of the following do you use with your class? (Circle all that apply)

- A. Poetry
- B. Adventure
- C. Mystery
- D. Biography/Autobiography
- E. Short stories
- F. Historical fiction
- G. Informational

9. How much emphasis do you place on integrating improving reading abilities with instruction in other subject areas (e.g., social studies, science, mathematics)? (Circle the number under the most appropriate response.)

None	Minor emphasis	Moderate emphasis	Heavy emphasis
0	1	2	3

INFLUENCES ON READING INSTRUCTION

10. At this school, how much actual influence do you think teachers have over school policy about reading instruction for the following?

	<u>No Influence</u>					<u>A great deal of influence</u>
a. The content of inservice programs	1	2	3	4	5	6
b. Policies on grouping	1	2	3	4	5	6
c. The curriculum	1	2	3	4	5	6

11. How much control do you feel you have in your classroom over selecting each of the following for reading instruction?

	<u>No Control</u>					<u>Complete Control</u>
a. Textbooks/instructional materials	1	2	3	4	5	6
b. Content, topics and skills to be taught	1	2	3	4	5	6
c. Teaching techniques	1	2	3	4	5	6
d. Criteria for grading students	1	2	3	4	5	6

12. To what extent do the following categories influence the content and methods of your writing instruction?

(0 = No influence, 1 = Minor influence, 2 = moderate influence, 3 = Extensive influence)

(Circle one on each line.)

Textbook/Instructional materials	0	1	2	3
District assessment	0	1	2	3
State assessment	0	1	2	3
District curriculum guide	0	1	2	3
State curriculum guides	0	1	2	3
My principal	0	1	2	3
My initial teacher preparation	0	1	2	3
Inservice training	0	1	2	3
Other teachers	0	1	2	3
Student interests	0	1	2	3
Student needs	0	1	2	3
My knowledge about particular topics	0	1	2	3
My beliefs about what topics are important	0	1	2	3

TEACHERS' ROLE

Three teachers -- Lou, Chris, and Terry -- describe their role as teachers in helping students in reading.

Lou: "I mainly see my role as a facilitator. I try to provide opportunities and resources for my students to read about things they are interested in."

Terry: "I think it's most important to teach comprehension strategies. I try to provide my students with lessons on strategies and opportunities to employ them."

Chris: "I see my role as more directive than either of you does. I try to provide my students with lots of directions and specific word recognition skills such as context clues, sounding out, suffixes, and analogies."

13. Which teacher is most likely to help students learn to read? (Choose one.)

A. Lou B. Terry C. Chris

14. Which teacher is least likely to help students learn to read? (Choose one.)

A. Lou B. Terry C. Chris

STUDENT LEARNING PROCESSES IN READING

15. Estimate the percentage of time students in this class spend engaged in reading activities which employ the various types of cognitive processes listed below for the current school year.

(STUDY THE ENTIRE LIST OF OPTIONS BEFORE RESPONDING)

COGNITIVE PROCESSES	%
a. Memorize (e.g., spelling, vocabulary, grammar)	
b. Understand concepts	
c. Classify/Order/Group/Outline	
d. Comprehend/Summarize	
e. Interpret/Question	
f. Investigate/Question	
g. Analyze/Infer	
h. Evaluate/Critique	
i. Identify with another's point of view	
j. Apply/Create	
TOTAL	100

C. MATHEMATICS

THE FOLLOWING QUESTIONS ARE SPECIFIC TO YOUR INSTRUCTION IN MATHEMATICS FOR THE CURRENT SCHOOL YEAR.

MATERIALS

1. If you use a mathematics textbook please list the publisher and publishing date.

Publisher: _____ Date: _____

2. Of the time in math instruction that your class spends using instructional materials, what percentage is typically spent with each of the following? (These should add to 100%.)

Textbook	_____ %
Manipulatives	_____ %
Workbooks/worksheets	_____ %
Other _____	_____ %

3. If you use worksheets, please explain briefly where you get them (i.e., commercial publications, workbooks, make them yourself)

INSTRUCTIONAL CONTENT AND ORGANIZATION

4. How much time, on average, is mathematics taught each week to this class?

_____ (hours and minutes per week)

5. During a typical week, how much time does your class typically spend on the following activities in mathematics instruction?

Teacher working with whole group	_____ hours _____ minutes
Teacher working with small group	_____ hours _____ minutes
Students working in pairs/teams/small groups	_____ hours _____ minutes
Individual work	_____ hours _____ minutes
Routines, interruptions, other non-instructional activities	_____ hours _____ minutes

6. During a typical week of instruction, how many minutes does a typical student spend working with computers and calculator as part of mathematics instruction? (Not counting work done out of class.)

(Circle one number in each column.)

	Computers	Calculators
None	1	1
1-14 minutes	2	2
15-29 minutes	3	3
30-44 minutes	4	4
45-60 minutes	5	5
More than 60 minutes	6	6

7. To what extent has the overall amount of time devoted to mathematics instruction at this grade level in your classroom changed over the past three years? (Circle the number of the best response.)

- 1 It has increased
- 2 It has decreased
- 3 It has stayed about the same
- 4 Don't know/can't remember
- 5 Does not apply (e.g., I haven't taught at this grade level for three years)

8. How much emphasis do you place on integrating mathematics abilities with instruction in other subject areas (e.g., social studies, science)? (Circle the number under the most appropriate response.)

None	Minor emphasis	Moderate emphasis	Heavy emphasis
0	1	2	3

9. In your mathematics instruction, how much do you currently emphasize each of the following student objectives: (Circle one number on each line.)

	<u>None</u>	<u>Minor Emphasis</u>	<u>Moderate Emphasis</u>	<u>Heavy Emphasis</u>
a. Increase interest in mathematics	0	1	2	3
b. Learn mathematical concepts	0	1	2	3
c. Learn mathematical algorithms	0	1	2	3
d. Learn how to solve problems	0	1	2	3
e. Learn to perform computations with speed and accuracy	0	1	2	3
f. Increase awareness of the importance of mathematics in daily life	0	1	2	3
g. Prepare for further study in mathematics	0	1	2	3
h. Learn about applications of mathematics in science	0	1	2	3
i. Learn about the applications of mathematics in business and industry	0	1	2	3
j. Learn to explain ideas in mathematics effectively	0	1	2	3

10. The tables that follow inquire into the content covered and cognitive processes in mathematics for students in your class for the current year.

Each table stands on its own -- meaning that the total % for each table will 100 (or 0 if no item on the table receives any attention for this class). If only one item in a given table receives some attention (even if only a very small amount), it should be reported as 100% --as it receives all of the time devoted to those items identified in the table.

A useful strategy in working through these tables is to first identify those items that receive no attention at all, by placing a '0' in the appropriate box. Then, for the remaining items, split up the percentages based upon what receives more or less attention relative to the other items listed. Remember, all the tables should total either '100' or '0.'

MATHEMATICS SUBTOPICS

THE TABLES THAT FOLLOW IDENTIFY A VARIETY OF MATHEMATICS RELATED SUBTOPICS THAT HAVE BEEN GROUPED INTO TEN TOPICAL AREAS. WITHIN EACH GROUP OF SUBTOPICS WE ASK YOU TO ENTER THE PERCENTAGE OF TIME (RELATIVE TO OTHER SUBTOPICS WITHIN THE GROUP) THAT YOU SPEND ON EACH SUBTOPIC **FOR THE CURRENT SCHOOL YEAR.**
(EACH GROUPING SHOULD TOTAL 100%.)

(BE SURE TO INDICATE A PERCENTAGE FOR **EACH** SUBTOPIC, INDICATING 0% WHERE APPROPRIATE.)

10A. NUMERATION & NUMBER RELATIONS	%
a. Place value	
b. Expanded notation	
c. Negative numbers	
d. Sets and set notation	
e. Number patterns and sequences	
f. Other systems of numeration (e.g., non-base ten and Roman)	
g. Mathematical properties (e.g., distributive, associative)	
h. Types of numbers (e.g., rational, odd, even, prime)	
TOTAL	100

10C. WHOLE NUMBER ARITHMETIC FACTS	%
a. Addition	
b. Subtraction	
c. Multiplication	
d. Division	
TOTAL	100

10B. WHOLE NUMBER COMPUTATION AND ESTIMATION	%
a. Addition	
b. Subtraction	
c. Multiplication	
d. Division	
e. Combinations of add, subtract, multiply, and divide	
f. Estimation to determine reasonableness of results	
TOTAL	100

10D. FRACTIONS, DECIMALS RATIO & PROPORTION	
a. Concept of fractions	
b. Equivalent fractions	
c. Add and subtract fractions	
d. Multiply & divide fractions	
e. Concept of decimals	
f. Computation with decimals	
g. Percentages	
h. Ratio and proportion	
TOTAL	100

10E. MEASUREMENT	%
a. Relation between measurement systems	
b. Length	
c. Area & perimeter	
d. Volume	
e. Weight & mass	
f. Rate of change	
g. Estimation of measurements	
h. Selection of appropriate units	
TOTAL	100

10G. GEOMETRY	%
a. Identify and illustrate geometric shapes (e.g., triangles, rectangles)	
b. Properties of shapes (e.g., equal sides, symmetry)	
c. Points, lines, angles, rays, vectors	
d. Transformations (e.g., rotations, reflections)	
e. Coordinate systems	
f. Represent problems with geometric models	
g. Applications of geometry	
TOTAL	100

10F. STATISTICS AND PROBABILITY	%
a. Summarize data in table or graph	
b. Descriptive statistics (e.g., mean, standard deviation)	
c. Probability	
d. Permutations and combinations	
TOTAL	100

10H. ALGEBRA	%
a. Concepts of variable, expression, equation	
b. Different ways of representing patterns and situations (e.g., verbal rule, equation, graph, table)	
c. Exponents, powers, and roots	
d. Functions	
TOTAL	100

10I. PROBLEM SOLVING AND REASONING	%
a. Identify and construct patterns	
b. Formulating problems	
c. Problem solving strategies (e.g., work backwards, solve a simpler problem)	
d. Check and interpret solutions	
e. Drawing logical conclusions	
f. Justifying answers and procedures	
TOTAL	100

10J. COMMUNICATING ABOUT MATHEMATICS	%
a. Relate everyday language and concepts to mathematics	
b. Discuss mathematical ideas and make conjectures and arguments	
c. The language of mathematics (e.g., definitions, mathematical notation)	
d. Use listening and reading skills to interpret and evaluate mathematical ideas.	
TOTAL	100

THIS COMPLETES THE SET OF SUBTOPICS.

BELOW ARE LISTED THE TEN GENERAL AREAS WITHIN WHICH THE VARIOUS SUBTOPICS IDENTIFIED ABOVE HAVE BEEN GROUPED. WITH THESE SUBTOPICS IN MIND, AND FOR THE CURRENT SCHOOL YEAR, ESTIMATE THE PERCENTAGE OF TIME YOU SPEND IN EACH OF THESE GENERAL CONTENT AREAS DURING MATHEMATICS INSTRUCTION.

10T. MATHEMATICS TOPICS	%
a. Numeration & number relations	
b. Whole number computation and estimation	
c. Whole number arithmetic facts	
d. Fractions, decimals, ratio, and proportion	
e. Measurement	
f. Statistics and probability	
g. Geometry	
h. Algebra	
i. Problem solving and reasoning	
j. Communicating about mathematics	
TOTAL	100

STUDENT LEARNING PROCESSES IN MATHEMATICS

14. Estimate the percentage of time students in this class spend engaged in mathematics activities which employ the various types of cognitive processes listed below for the current school year.

(STUDY THE ENTIRE LIST OF OPTIONS BEFORE RESPONDING)

COGNITIVE PROCESSES	%
a. Memorize facts/definitions/equations	
b. Understand concepts	
c. Collect data (e.g., observe, measure)	
d. Order, compare, estimate, approximate	
e. Computation	
f. Routine story problems	
g. Interpret data, recognize patterns	
h. Novel and real world story problems	
i. Build and review theory, develop proofs	
TOTAL	100

INFLUENCES ON MATH INSTRUCTION

11. At this school, how much actual influence do you think teachers have over school policy about mathematics instruction for the following?

	<u>No Influence</u>					<u>A great deal of influence</u>
a. The content of inservice programs	1	2	3	4	5	6
b. Policies on grouping	1	2	3	4	5	6
c. The curriculum	1	2	3	4	5	6

12. How much control do you feel you have in your classroom over selecting each of the following for math instruction?

	<u>No Control</u>					<u>Complete Control</u>
a. Textbooks/ instructional materials	1	2	3	4	5	6
b. Content, topics and skills to be taught	1	2	3	4	5	6
c. Teaching techniques	1	2	3	4	5	6
d. Criteria for grading students	1	2	3	4	5	6

13. To what extent do the following categories influence the content and methods of your math instruction?

(0 = No influence, 1 = Minor influence, 2 = moderate influence, 3 = Extensive influence)

(Circle one number on each line.)

Textbook/Instructional materials	0	1	2	3
District assessment	0	1	2	3
State assessment	0	1	2	3
District curriculum guide	0	1	2	3
State curriculum guides	0	1	2	3
My principal	0	1	2	3
My initial teacher preparation	0	1	2	3
Inservice training	0	1	2	3
Other teachers	0	1	2	3
Student interests	0	1	2	3
Student needs	0	1	2	3
My knowledge about particular topics	0	1	2	3
My beliefs about what topics are important	0	1	2	3

PROFESSIONAL DEVELOPMENT

15. What type(s) of support have you received in the last 12 months for in-service education related to the teaching of reading or the teaching of mathematics?

(CIRCLE ALL THAT APPLY IN EACH COLUMN)

	Reading	Math
a. None	1	2
b. Released time from teaching	1	2
c. Travel and/or per diem expenses	1	2
d. Stipend(s)	1	2
e. Professional growth credits	1	2

16. Please indicate whether you have participated in any of the following activities during the last 12 months

(CIRCLE ALL THAT APPLY)

a. School-system sponsored workshops during the school year	1	2
b. School-system sponsored workshops during summer	1	2
c. Curriculum committee	1	2
d. Committee work or special assignment other than curriculum	1	2
e. University extension courses	1	2
f. College courses in EDUCATION during the school year	1	2
g. College courses in subject fields OTHER THAN EDUCATION during the school year	1	2
h. College courses in EDUCATION during the summer	1	2
i. College courses in subjects OTHER THAN EDUCATION during the summer	1	2
j. Professional growth activities sponsored by professional associations	1	2

17. Do you have comments you would like to make about any of the items on this questionnaire?

Consortium for Policy Research in Education
Study of Systemic Reform

Middle School Math Teacher Questionnaire

SCHOOL: _____

DATE: _____

TEACHER'S NAME: _____

GRADE LEVEL: _____

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels.

By completing this survey in advance, we will be able to make better use of the interview we scheduled. If you have some question about how to respond to a particular question, you may bring this up in the interview.

**PLEASE COMPLETE THE INFORMATION BELOW
SO THAT WE MAY PROCESS PAYMENT OF
YOUR HONORARIUM**

HOME ADDRESS: _____

CITY: _____

STATE/ZIP: _____

SOCIAL SECURITY #: _____

A. Teacher Background

1. How many years have you taught in middle schools? _____
2. At what grade levels have you taught? _____
3. What grade are you currently teaching? _____ What subject(s) _____
4. Where did you complete your undergraduate degree? _____
5. What was your major? _____
6. Have you completed an graduate degree? _____
If, so where? _____ In what field? _____

B. MATHEMATICS

THE FOLLOWING QUESTIONS ARE SPECIFIC TO YOUR INSTRUCTION IN MATHEMATICS FOR THE CURRENT SCHOOL YEAR.

MATERIALS

1. If you use a mathematics textbook please list the publisher and publishing date.
Publisher: _____ Date: _____
2. Of the time in math instruction that your class spends using instructional materials, what percentage is typically spent with each of the following? (**These should add to 100%.**)
Textbook _____ %
Manipulatives _____ %
Workbooks/worksheets _____ %
Other _____ %
3. If you use worksheets, please explain briefly where you get them (i.e., commercial publications, workbooks, make them yourself)

INSTRUCTIONAL CONTENT AND ORGANIZATION

4. How much time, on average, is mathematics taught each week to this class?
_____ (hours and minutes per week)
5. During a typical week, how much time does your class typically spend on the following activities in mathematics instruction?

Teacher working with whole group	_____ hours _____ minutes
Teacher working with small group	_____ hours _____ minutes
Students working in pairs/teams/small groups	_____ hours _____ minutes
Individual work	_____ hours _____ minutes
Routines, interruptions, other non-instructional activities	_____ hours _____ minutes

6. During a typical week of instruction, how many minutes does a typical student spend working with computers and calculator as part of mathematics instruction? (Not counting work done out of class.)
(Circle one number in each column.)

	Computers	Calculators
None	1	1
1-14 minutes	2	2
15-29 minutes	3	3
30-44 minutes	4	4
45-60 minutes	5	5
More than 60 minutes	6	6

7. To what extent has the overall amount of time devoted to mathematics instruction at this grade level in your classroom changed over the past three years? (Circle the number of the best response.)

- 1 It has increased
- 2 It has decreased
- 3 It has stayed about the same
- 4 Don't know/can't remember
- 5 Does not apply (e.g., I haven't taught at this grade level for three years)

8. How much emphasis do you place on integrating mathematics abilities with instruction in other subject areas (e.g., social studies, science)? (Circle the number under the most appropriate response.)

None	Minor emphasis	Moderate emphasis	Heavy emphasis
0	1	2	3

9. In your mathematics instruction, how much do you currently emphasize each of the following student objectives: (Circle one number on each line.)

	<u>None</u>	<u>Minor Emphasis</u>	<u>Moderate Emphasis</u>	<u>Heavy Emphasis</u>
a. Increase interest in mathematics	0	1	2	3
b. Learn mathematical concepts	0	1	2	3
c. Learn mathematical algorithms	0	1	2	3
d. Learn how to solve problems	0	1	2	3
e. Learn to perform computations with speed and accuracy	0	1	2	3
f. Increase awareness of the importance of mathematics in daily life	0	1	2	3
g. Prepare for further study in mathematics	0	1	2	3
h. Learn about applications of mathematics in science	0	1	2	3
i. Learn about the applications of mathematics in business and industry	0	1	2	3
j. Learn to explain ideas in mathematics effectively	0	1	2	3

10. The tables that follow inquire into the content covered and cognitive processes in mathematics for students in your class for the current year.

Each table stands on its own -- meaning that the total % for each table will 100 (or 0 if no item on the table receives any attention for this class). If only one item in a given table receives some attention (even if only a very small amount), it should be reported as 100% --as it receives all of the time devoted to those items identified in the table.

A useful strategy in working through these tables is to first identify those items that receive no attention at all, by placing a '0' in the appropriate box. Then, for the remaining items, split up the percentages based upon what receives more or less attention relative to the other items listed. Remember, all the tables should total either '100' or '0.'

MATHEMATICS SUBTOPICS

THE TABLES THAT FOLLOW IDENTIFY A VARIETY OF MATHEMATICS RELATED SUBTOPICS THAT HAVE BEEN GROUPED INTO TEN TOPICAL AREAS. WITHIN EACH GROUP OF SUBTOPICS WE ASK YOU TO ENTER THE PERCENTAGE OF TIME (RELATIVE TO OTHER SUBTOPICS WITHIN THE GROUP) THAT YOU SPEND ON EACH SUBTOPIC **FOR THE CURRENT SCHOOL YEAR.**
(EACH GROUPING SHOULD TOTAL 100%.)

(BE SURE TO INDICATE A PERCENTAGE FOR **EACH** SUBTOPIC, INDICATING 0% WHERE APPROPRIATE.)

10A. NUMERATION & NUMBER RELATIONS	%
a. Place value	
b. Expanded notation	
c. Negative numbers	
d. Sets and set notation	
e. Number patterns and sequences	
f. Other systems of numeration (e.g., non-base ten and Roman)	
g. Mathematical properties (e.g., distributive, associative)	
h. Types of numbers (e.g., rational, odd, even, prime)	
TOTAL	100

10C. WHOLE NUMBER ARITHMETIC FACTS	%
a. Addition	
b. Subtraction	
c. Multiplication	
d. Division	
TOTAL	100

10B. WHOLE NUMBER COMPUTATION AND ESTIMATION	%
a. Addition	
b. Subtraction	
c. Multiplication	
d. Division	
e. Combinations of add, subtract, multiply, and divide	
f. Estimation to determine reasonableness of results	
TOTAL	100

10D. FRACTIONS, DECIMALS RATIO & PROPORTION	
a. Concept of fractions	
b. Equivalent fractions	
c. Add and subtract fractions	
d. Multiply & divide fractions	
e. Concept of decimals	
f. Computation with decimals	
g. Percentages	
h. Ratio and proportion	
TOTAL	100

10E. MEASUREMENT	%
a. Relation between measurement systems	
b. Length	
c. Area & perimeter	
d. Volume	
e. Weight & mass	
f. Rate of change	
g. Estimation of measurements	
h. Selection of appropriate units	
TOTAL	100

10G. GEOMETRY	%
a. Identify and illustrate geometric shapes (e.g., triangles, rectangles)	
b. Properties of shapes (e.g., equal sides, symmetry)	
c. Points, lines, angles, rays, vectors	
d. Transformations (e.g., rotations, reflections)	
e. Coordinate systems	
f. Represent problems with geometric models	
g. Applications of geometry	
TOTAL	100

10F. STATISTICS AND PROBABILITY	%
a. Summarize data in table or graph	
b. Descriptive statistics (e.g., mean, standard deviation)	
c. Probability	
d. Permutations and combinations	
TOTAL	100

10H. ALGEBRA	%
a. Concepts of variable, expression, equation	
b. Different ways of representing patterns and situations (e.g., verbal rule, equation, graph, table)	
c. Exponents, powers, and roots	
d. Functions	
TOTAL	100

10I. PROBLEM SOLVING AND REASONING	%
a. Identify and construct patterns	
b. Formulating problems	
c. Problem solving strategies (e.g., work backwards, solve a simpler problem)	
d. Check and interpret solutions	
e. Drawing logical conclusions	
f. Justifying answers and procedures	
TOTAL	100

10J. COMMUNICATING ABOUT MATHEMATICS	%
a. Relate everyday language and concepts to mathematics	
b. Discuss mathematical ideas and make conjectures and arguments	
c. The language of mathematics (e.g., definitions, mathematical notation)	
d. Use listening and reading skills to interpret and evaluate mathematical ideas.	
TOTAL	100

THIS COMPLETES THE SET OF SUBTOPICS.

BELOW ARE LISTED THE TEN GENERAL AREAS WITHIN WHICH THE VARIOUS SUBTOPICS IDENTIFIED ABOVE HAVE BEEN GROUPED. WITH THESE SUBTOPICS IN MIND, AND FOR THE CURRENT SCHOOL YEAR, ESTIMATE THE PERCENTAGE OF TIME YOU SPEND IN EACH OF THESE GENERAL CONTENT AREAS DURING MATHEMATICS INSTRUCTION.

10T. MATHEMATICS TOPICS	%
a. Numeration & number relations	
b. Whole number computation and estimation	
c. Whole number arithmetic facts	
d. Fractions, decimals, ratio, and proportion	
e. Measurement	
f. Statistics and probability	
g. Geometry	
h. Algebra	
i. Problem solving and reasoning	
j. Communicating about mathematics	
TOTAL	100

STUDENT LEARNING PROCESSES IN MATHEMATICS

14. Estimate the percentage of time students in this class spend engaged in mathematics activities which employ the various types of cognitive processes listed below for the current school year.

(STUDY THE ENTIRE LIST OF OPTIONS BEFORE RESPONDING)

COGNITIVE PROCESSES	%
a. Memorize facts/definitions/equations	
b. Understand concepts	
c. Collect data (e.g., observe, measure)	
d. Order, compare, estimate, approximate	
e. Computation	
f. Routine story problems	
g. Interpret data, recognize patterns	
h. Novel and real world story problems	
i. Build and review theory, develop proofs	
TOTAL	100

INFLUENCES ON MATH INSTRUCTION

11. At this school, how much actual influence do you think teachers have over school policy about mathematics instruction for the following?

	<u>No Influence</u>					<u>A great deal of influence</u>
a. The content of inservice programs	1	2	3	4	5	6
b. Policies on grouping	1	2	3	4	5	6
c. The curriculum	1	2	3	4	5	6

12. How much control do you feel you have in your classroom over selecting each of the following for math instruction?

	<u>No Control</u>					<u>Complete Control</u>
a. Textbooks/instructional materials	1	2	3	4	5	6
b. Content, topics and skills to be taught	1	2	3	4	5	6
c. Teaching techniques	1	2	3	4	5	6
d. Criteria for grading students	1	2	3	4	5	6

13. To what extent do the following categories influence the content and methods of your math instruction?

(0 = No influence, 1 = Minor, 2 = Moderate, 3 = Extensive)
(Circle one number on each line.)

Textbook/Instructional materials	0	1	2	3
District assessment	0	1	2	3
State assessment	0	1	2	3
District curriculum guide	0	1	2	3
State curriculum guides	0	1	2	3
My principal	0	1	2	3
My initial teacher preparation	0	1	2	3
Inservice training	0	1	2	3
Other teachers	0	1	2	3
Student interests	0	1	2	3
Student needs	0	1	2	3
My knowledge about particular topics	0	1	2	3
My beliefs about what topics are important	0	1	2	3

PROFESSIONAL DEVELOPMENT

16. What type(s) of support have you received in the last 12 months for in-service education related to the teaching of mathematics?

(CIRCLE ALL THAT APPLY)

- a. None
- b. Released time from teaching
- c. Travel and/or per diem expenses
- d. Stipend(s)
- e. Professional growth credits

17. Please indicate whether you have participated in any of the following activities during the last 12 months

(CIRCLE ALL THAT APPLY)

- a. School-system sponsored workshops during the school year
- b. School-system sponsored workshops during summer
- c. Curriculum committee
- d. Committee work or special assignment other than curriculum
- e. University extension courses
- f. College courses in EDUCATION during the school year
- g. College courses in subject fields OTHER THAN EDUCATION during the school year
- h. College courses in EDUCATION during the summer
- i. College courses in subjects OTHER THAN EDUCATION during the summer
- j. Professional growth activities sponsored by professional associations

18. Do you have comments you would like to make about any of the items on this questionnaire?

Consortium for Policy Research in Education
Study of Systemic Reform

Middle School Language Arts Teacher Questionnaire

SCHOOL: _____

DATE: _____

TEACHER'S NAME: _____

GRADE LEVEL: _____

We are carrying out a study for the US Department of Education, looking at states involved in systemic reform. We are interested in the relationships between local teaching practice and state policies, especially the strategies used by various groups for developing capacity to support systemic reform. We have been collecting information on education policies in your state for the last few years. Now we are trying to get some information on the strategies in use at the state, local and school levels, and in their connections to classroom instruction. We hope that the information we gather here and in two other states will be helpful to state-level practitioners and policy makers.

By completing this survey in advance, we will be able to make better use of the interview we scheduled. If you have some question about how to respond to a particular question, you may bring this up in the interview.

**PLEASE COMPLETE THE INFORMATION BELOW
SO THAT WE MAY PROCESS PAYMENT OF
YOUR HONORARIUM**

HOME ADDRESS: _____

CITY: _____

STATE/ZIP: _____

SOCIAL SECURITY #: _____

A. Teacher Background

1. How many years have you taught in middle schools? _____
2. At what grade levels have you taught? _____
3. What grade are you currently teaching? _____ What subject(s) _____
4. Where did you complete your undergraduate degree? _____
5. What was your major? _____
6. Have you completed an graduate degree? _____
If, so where? _____ In what field? _____

B. READING

THE FOLLOWING QUESTIONS ARE SPECIFIC TO YOUR INSTRUCTION IN READING FOR THE
CURRENT SCHOOL YEAR.
IN A LATER SECTION WE ASK YOU SIMILAR QUESTIONS FOR YOUR INSTRUCTION IN
MATHEMATICS.

MATERIALS

1. If you use a reading basal please list the publisher and publishing date.
Publisher: _____ Date: _____
2. Of the time in reading instruction that your class spends using instructional materials, what percentage is typically spent with each of the following? (These should add to 100%.)

Reading basals	_____ %
Trade books - literature	_____ %
Subject basals	_____ %
Workbooks/worksheets	_____ %
Other _____	_____ %
3. If you use worksheets, please explain briefly where you get them (i.e., commercial publications, workbooks, make them yourself)

INSTRUCTIONAL CONTENT AND ORGANIZATION

4. How much time, on average, is reading taught each week to this class?
_____ (hours and minutes per week)

5. During a typical week, how much time does your class typically spend on the following activities in reading instruction?

Whole class lessons	_____ hours _____ minutes
Whole class discussion	_____ hours _____ minutes
Teacher Read Aloud	_____ hours _____ minutes
Small group lessons	_____ hours _____ minutes
Small group discussion	_____ hours _____ minutes
Students working in pairs/teams/small groups	_____ hours _____ minutes
Individual work	_____ hours _____ minutes
Routines, interruptions, other non-instructional	_____ hours _____ minutes

6. To what extent has the overall amount of time devoted to reading instruction at this grade level in your classroom changed over the past three years? (Circle the number of the best response.)

- 1 It has increased
- 2 It has decreased
- 3 It has stayed about the same
- 4 Don't know/can't remember
- 5 Does not apply (e.g., I haven't taught at this grade level for three years)

7. Please circle the amount of time you typically spend during a week on each area.

(Circle the closest number on each line.)

	<u>None</u>	<u>30 min.</u>	<u>1 Hr</u>	<u>2 Hrs</u>	<u>3 Hrs</u>	<u>4+ Hrs</u>
Phonics	0	1/2	1	2	3	4+
Word recognition	0	1/2	1	2	3	4+
Word meaning	0	1/2	1	2	3	4+
Comprehension strategies (e.g., summarizing, self-questioning)	0	1/2	1	2	3	4+
Text types (e.g., narrative, adventure, biography)	0	1/2	1	2	3	4+
Text features (e.g., charts, headings, metaphors)	0	1/2	1	2	3	4+
Responding to reading (e.g., author's intent, evaluations)	0	1/2	1	2	3	4+

8. Below are some different kinds of text. Which of the following do you use with your class? (Circle all that apply)

- A. Poetry
- B. Adventure
- C. Mystery
- D. Biography/Autobiography
- E. Short stories
- F. Historical fiction
- G. Informational

9. How much emphasis do you place on helping students improve their ability to reading materials in other subject areas (reading across the curriculum)? (Circle the number under the most appropriate response.)

None	Minor emphasis	Moderate emphasis	Heavy emphasis
0	1	2	3

INFLUENCES ON READING INSTRUCTION

10. At this school, how much actual influence do you think teachers have over school policy about reading instruction for the following?

	No Influence					A great deal of influence
a. The content of inservice programs	1	2	3	4	5	6
b. Policies on grouping	1	2	3	4	5	6
c. The curriculum	1	2	3	4	5	6

11. How much control do you feel you have in your classroom over selecting each of the following for reading instruction?

	No Control					Complete Control
a. Textbooks/instructional materials	1	2	3	4	5	6
b. Content, topics and skills to be taught	1	2	3	4	5	6
c. Teaching techniques	1	2	3	4	5	6
d. Criteria for grading students	1	2	3	4	5	6

12. To what extent do the following categories influence the content and methods of your writing instruction?

(0 = No influence, 1 = Minor influence, 2 = moderate influence, 3 = Extensive influence)

	(Circle one on each line.)			
Textbook/Instructional materials	0	1	2	3
District assessment	0	1	2	3
State assessment	0	1	2	3
District curriculum guide	0	1	2	3
State curriculum guides	0	1	2	3
My principal	0	1	2	3
My initial teacher preparation	0	1	2	3
Inservice training	0	1	2	3
Other teachers	0	1	2	3
Student interests	0	1	2	3
Student needs	0	1	2	3
My knowledge about particular topics	0	1	2	3
My beliefs about what topics are important	0	1	2	3

TEACHERS' ROLE

Three teachers -- Lou, Chris, and Terry -- describe their role as teachers in helping students in reading.

Lou: "I mainly see my role as a facilitator. I try to provide opportunities and resources for my students to read about things they are interested in."

Terry: "I think it's most important to teach comprehension strategies. I try to provide my students with lessons on strategies and opportunities to employ them."

Chris: "I see my role as more directive than either of you does. I try to provide my students with lots of directions and specific word recognition skills such as context clues, sounding out, suffixes, and analogies."

13. Which teacher is most likely to help students learn to read? (Choose one.)

A. Lou B. Terry C. Chris

14. Which teacher is least likely to help students learn to read? (Choose one.)

A. Lou B. Terry C. Chris

STUDENT LEARNING PROCESSES IN READING

15. Estimate the percentage of time students in this class spend engaged in reading activities which employ the various types of cognitive processes listed below for the current school year.

(STUDY THE ENTIRE LIST OF OPTIONS BEFORE RESPONDING)

COGNITIVE PROCESSES	%
a. Memorize (e.g., spelling, vocabulary, grammar)	
b. Understand concepts	
c. Classify/Order/Group/Outline	
d. Comprehend/Summarize	
e. Interpret/Question	
f. Investigate/Question	
g. Analyze/Infer	
h. Evaluate/Critique	
i. Identify with another's point of view	
j. Apply/Create	
TOTAL	100

PROFESSIONAL DEVELOPMENT

16. What type(s) of support have you received in the last 12 months for in-service education related to the teaching of reading?

(CIRCLE ALL THAT APPLY)

- a. None
- b. Released time from teaching
- c. Travel and/or per diem expenses
- d. Stipend(s)
- e. Professional growth credits

17. Please indicate whether you have participated in any of the following activities during the last 12 months

(CIRCLE ALL THAT APPLY)

- a. School-system sponsored workshops during the school year
- b. School-system sponsored workshops during summer
- c. Curriculum committee
- d. Committee work or special assignment other than curriculum
- e. University extension courses
- f. College courses in EDUCATION during the school year
- g. College courses in subject fields OTHER THAN EDUCATION during the school year
- h. College courses in EDUCATION during the summer
- i. College courses in subjects OTHER THAN EDUCATION during the summer
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18. Do you have comments you would like to make about any of the items on this questionnaire?

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By completing this survey in advance, we will be able to make better use of the interview we scheduled. If you have some question about how to respond to a particular question, you may bring this up in the interview.

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SOCIAL SECURITY #: _____

A. Teacher Background

1. How many years have you taught in middle schools? _____
2. At what grade levels and subjects have you taught? _____
3. What grade(s) are you currently teaching? _____ What subject(s) _____
4. Where did you complete your undergraduate degree? _____
5. What was your major? _____
6. Have you completed an graduate degree? _____
If, so where? _____ In what field? _____

B. Writing

THE FOLLOWING QUESTIONS ARE SPECIFIC TO YOUR INSTRUCTION IN **WRITING** FOR THE CURRENT SCHOOL YEAR.

MATERIALS

1. Do you use instructional materials in teaching writing? Yes No
(If not, skip to Question 4.)
2. Of the time in writing instruction that your class spends using instructional materials, what percentage is typically spent with each of the following? (These should add to 100%.)

English/Grammar books	_____ %
Spelling books	_____ %
Workbooks/worksheets	_____ %
Other _____	_____ %
3. If you use worksheets, please explain briefly where you get them (i.e., commercial publications, workbooks, make them yourself)

INSTRUCTIONAL CONTENT AND ORGANIZATION

4. How much time, on average, is writing taught each week to this class?
_____ (hours and minutes per week)
5. During a typical week, how much time does your class typically spend on the following activities in writing instruction?

Whole class lessons	_____ hours _____ minutes
Whole class discussion	_____ hours _____ minutes
Teacher Read Aloud	_____ hours _____ minutes
Small group lessons	_____ hours _____ minutes
Small group discussion	_____ hours _____ minutes
Students working in pairs/teams/small groups	_____ hours _____ minutes
Individual work	_____ hours _____ minutes
Other _____	_____ hours _____ minutes

6. To what extent has the overall amount of time devoted to writing instruction at this grade level in your classroom changed over the past three years? (Circle the number of the best response.)

- 1 It has increased
- 2 It has decreased
- 3 It has stayed about the same
- 4 Don't know/can't remember
- 5 Does not apply (e.g., I haven't taught at this grade level for three years)

7. Please circle the amount of time you typically spend during a week on each area.

(Circle the closest number on each line.)

	<u>None</u>	<u>30 min.</u>	<u>1 Hr</u>	<u>2 Hrs</u>	<u>3 Hrs</u>	<u>4+ Hrs</u>
Prewriting	0	1/2	1	2	3	4+
Writing drafts	0	1/2	1	2	3	4+
Revising	0	1/2	1	2	3	4+
Proof-reading	0	1/2	1	2	3	4+
Editing	0	1/2	1	2	3	4+
Publishing	0	1/2	1	2	3	4+
Style	0	1/2	1	2	3	4+
Purposes of writing (e.g. persuasion, expressive)	0	1/2	1	2	3	4+
Spelling	0	1/2	1	2	3	4+
Grammar/punctuation	0	1/2	1	2	3	4+
Handwriting	0	1/2	1	2	3	4+

8. Below are some different kinds of writing. Which of the following do you work on with your class? (Circle all that apply)

- A. Poetry
- B. Letters
- C. Essays
- D. Reports
- E. Short stories
- F. Other _____

9. Do you include the following within the writing, have separate lessons or both? (Circle the appropriate response for each line.)

Spelling	include	separate	both
Grammar	include	separate	both
Handwriting	include	separate	both
Word Processing	include	separate	both

INFLUENCES ON WRITING INSTRUCTION

10. At this school, how much actual influence do you think teachers have over school policy about writing instruction for the following?

	<u>No Influence</u>					<u>A great deal of influence</u>
a. The content of inservice programs	1	2	3	4	5	6
b. Policies on grouping	1	2	3	4	5	6
c. The curriculum	1	2	3	4	5	6

11. How much control do you feel you have in your classroom over selecting each of the following for writing instruction?

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d. Criteria for grading students	1	2	3	4	5	6

12. To what extent do the following categories influence the content and methods of your writing instruction?

(0 = No influence, 1 = Minor influence, 2 = moderate influence, 3 = Major influence)

(Circle one number on each line.)

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Other teachers	0	1	2	3
Student interests	0	1	2	3
Student needs	0	1	2	3
My knowledge about particular topics	0	1	2	3
My beliefs about what topics are important	0	1	2	3

TEACHERS' ROLE

Three teachers -- Lou, Chris, and Terry -- describe their role as teachers in helping students in writing.

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Chris: "I see my role as more directive than either of you does. I try to provide my students with lots of directions and specific information that will let them improve their writing."

13. Which teacher is most likely to help students learn to write? (Choose one.)

A. Lou B. Terry C. Chris

14. Which teacher is least likely to help students learn to write? (Choose one.)

A. Lou B. Terry C. Chris

STUDENT LEARNING PROCESSES IN WRITING

15. Estimate the percentage of time students in this class spend engaged in writing activities which employ the various types of cognitive processes listed below for the current school year.

(STUDY THE ENTIRE LIST OF OPTIONS BEFORE RESPONDING)

COGNITIVE PROCESSES	%
a. Memorize (e.g., spelling, vocabulary, grammar)	
b. Understand concepts	
c. Classify/Order/Group/Outline	
d. Comprehend/Summarize	
e. Interpret/Question	
f. Investigate/Question	
g. Analyze/Infer	
h. Evaluate/Critique	
i. Identify with another's point of view	
j. Apply/Create	
TOTAL	100

PROFESSIONAL DEVELOPMENT

16. What type(s) of support have you received in the last 12 months for in-service education related to the teaching of writing?

(CIRCLE ALL THAT APPLY)

- a. None
- b. Released time from teaching
- c. Travel and/or per diem expenses
- d. Stipend(s)
- e. Professional growth credits

17. Please indicate whether you have participated in any of the following activities during the last 12 months

(CIRCLE ALL THAT APPLY)

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- b. School-system sponsored workshops during summer
- c. Curriculum committee
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- h. College courses in EDUCATION during the summer
- i. College courses in subjects OTHER THAN EDUCATION during the summer
- j. Professional growth activities sponsored by professional associations

18. Do you have comments you would like to make about any of the items on this questionnaire?